

TRENDS IN GUIDANCE ACTIVITIES IN SECONDARY SCHOOLS AS
EVIDENCED IN SELECTED EDUCATIONAL LITERATURE FROM
JANUARY 1955 TO DECEMBER 1964

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DEDICATED
TO
MY HUSBAND
PAUL B. MOHR
AND
MY CHILDREN
PAUL AND MICHELLE
FOR THEIR UNSELFISHNESS AND ENCOURAGEMENT

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CHAPTER I

INTRODUCTION

Rationale.--One of the most significant developments in education during the past quarter century is the guidance movement. Since its beginning in Boston during the first decade of the present century, it has developed with such amazing rapidity that now nearly every city of fifty thousand inhabitants and over has some definitely organized work of this kind.

The present guidance movement stems from several divergent and highly dissimilar sources. One of the oldest of these is philanthropy or humanitarianism, which stresses benevolent regard for the welfare of mankind. The philanthropists or humanitarians look on life, and, seeing the many misfits, particularly in the vocations, they say, "People should be guided when they are young so that these maladjustments will not occur. This is a job for the schools." Here was the impelling force which led Frank Parsons, often called the "father of the vocational guidance movement," to launch guidance services through his Vocational Bureau of Boston. Similar motivation was back of the efforts of the High School Teachers Association under the leadership of Eli W. Weaver in New York City, The Consumers League of Philadelphia, the Schmidlapp Fund in Cincinnati, the Civic Club of Chicago, and many others, as attempts at guidance multiplied in cities across the nation during the

second decade of this century.¹

Other strong influences on the guidance movement have been religion, mental hygiene, social change, and educational development.

The religious man views the world and interprets what he sees as a constant struggle between the forces of good and evil. He looks to the educational system to help him with the tasks of training the young for the "good life", and in building character in our youth.

The school of thought which sees in maladjustment a need for mental therapy advocates that people should learn when they are young to get a correct perspective on their abilities in relation to life goals; to prefer overt, frank behavior to retiring secretive behavior; to understand the significance of sex and to take a rational attitude toward it; to meet their problems squarely rather than to retire to forms of escapism; to avoid infantile fixations detrimental to the development of a set of maturing interests; to evolve gradually from a state of parental dependence to one of self-dependence through demonstrated achievement in fields within their own capacity; and to assume other qualities which characterize a healthy, adult mental and emotional state.

In the guidance movement, a fourth influence which stemmed from social change is implicit in the fact that during the period between the two world wars, technological unemployment, a world-wide depression, rising ethical standards with respect to child labor, compulsory attendance laws, and similar forces drove into the secondary schools thousands

¹ Arthur E. Traxler, Techniques of Guidance. (New York: Harper and Brothers, 1957), p. 3.

of young people who had no desire to be there, who had no clear idea of why they were there or what they expected to get from their secondary school training, and did not know where they were going when they were to leave school.

A final influence on the guidance movement, usually identified with the measurement movement in education involved, first, a recognition of the essential dignity and worth of the individual, and, second, a willingness to study him by every means which the resources of the school can command.

Much progress has been evidenced in the realm of guidance since its beginning. However, despite the progress that has been made, much remains to be done. Gilbert Wrenn poses the question, how can boys and girls and young men now in school best be prepared to cope with the problems they will face twenty years from now? The world of then will be different from the world of now, at least as different as the world of now is from the world of 1940. There will be technological and industrial changes, social changes, changes in international relations, and changes in educational methods and organization. Some of these changes will offer promising opportunities; some may pose disturbing threats. Some of the changes can be predicted; others will come as surprises. That there will be major changes is absolutely certain, for we have developed a society that simply cannot stand still.¹

Though how well young people of today meet the problems of tomorrow will depend upon their skills and attitudes and their resources of mind

¹C. Gilbert Wrenn, The Counselor In A Changing World, (Washington, D. C.: The American Personnel and Guidance Association, 1962), p. i.

and character, administrators, teachers, counselors, and parents alike share in the primary responsibility of preparing them in these respects.

It seems appropriate at this time to examine the recent growth and development in the area of guidance activities to determine to what extent guidance programs are consistent with the demands of a world that is changing at a faster rate than perhaps at any other time in history.

Evolution of the problem.--It was the belief of the writer that an investigation of this nature would reveal that due to the rapidly changing social, economic, and industrial conditions prevalent in our country, guidance activities would show variance over the course of years, that these activities would reflect the needs of the times, and that a tabulation of these activities might serve as a fairly reliable program for introduction into the guidance programs of our secondary schools where one or more of such listed activities might be wanting.

The study supposes that by a frequency distribution of guidance activities it may be able to present a fairly inclusive picture of what guidance activities predominate and are regarded as most effective for our secondary schools by recognized authorities in the guidance fields. The comparison of these activities in 1955, 1960, and 1964 should reveal whether or not a consciousness of more appropriate guidance of youth has grown with the times, and what they have introduced in the line of activities to meet demands.

Statement of the problem.--The problem in this study involved an investigation of the trends in guidance activities in secondary schools during the past decade as revealed in selected educational periodicals.

Limitations of the study.--To delimit the study and insure the

recency of the data, the investigation was confined to articles in issues of selected educational periodicals from January, 1955 to December, 1964. A period of nearly ten years was believed sufficient to discover what activities, educational, vocational, and personal in nature have been predominant in the minds of guidance experts, and whether or not there have been any new trends or changes in such guidance activities through these years.

Three leading periodicals in the educational and guidance field served as the study's principal source materials. Articles were chosen from authors of known competence in the field of guidance. This research extends to guidance activities on the part of (1) administrators, (2) counselors, (3) teachers, and (4) students themselves in secondary schools as cited in articles from the various periodicals.

Purpose of the study.--Through an analysis of articles contained in periodicals educational in nature, over the period of the past ten years, this study proposed to determine what activities have become predominant in educational, vocational, and personal guidance in high schools in the course of these years, and by means of a comparison of the activities ten years ago, 1955, with those of 1960 and 1964 to discover whether or not any notable changes have taken place, and what possible reasons may be found to account for them.

The study proposed to bring to light some of the most commonly tried and acceptable forms of guidance activity in our modern secondary schools as witnessed by authors of repute in the guidance field.

The study attempted to answer such questions as:

1. What guidance activities are recommended as most useful in our secondary schools?

2. Do they differ from activities of ten years ago?
3. Have any activities become obsolete over the past ten years?
4. Have any novel guidance activities made their appearance in recent years?
5. Have guidance activities kept abreast of the times oriented to our social and economical and industrial changes?
6. Has there been a growth in consciousness of the need of guidance activities for our secondary schools on the part of those responsible?
7. Is emphasis on personal, vocational, or educational guidance?
8. What does the future promise in guidance activities?

Contribution to educational knowledge.--The writer hopes that this study will enable her, as well as administrators, principals, teachers, counselors, and students of guidance and counseling, to become more aware of trends in guidance activities which might possible indicate strengths and weaknesses of those activities as currently practiced in secondary schools, and to perhaps indicate along what lines should guidance workers devote their creative energies.

Information in this study may also be of value to persons who are initiating a guidance program. Too, it may serve to stimulate interest in evaluation of present programs in terms of the needs of the students.

Procedural steps.--The procedural steps used in conducting this study were as follows:

1. The related literature pertinent to the study was reviewed and trends of the ten year period prior to the current one under study cited.
2. A list of leading guidance and secondary school publications enumerated in the Education Index from January, 1955 to December, 1964, found chiefly under the sectional headings: (1) Educational Guidance, (2) Vocational Guidance, (3) Personnel Services was made.

3. From this list three periodicals were selected on the basis of the greater frequency of articles on guidance activities appearing in them than in others and content most pertinent to the aims of the study. The three periodicals employed were two journals published by the American Personnel and Guidance Association, The Personnel and Guidance Journal and The Vocational Guidance Quarterly, and the National Association of Secondary School Principals' Bulletin.
4. The data from these periodicals were extracted, compiled, and assembled in appropriate tabular and textual forms. Attention was centered upon any and all types of guidance activities mentioned in these articles with due regard for the year in which the mention was made. The activities were organized into three guidance fields: (1) activities educational in nature, (2) activities vocational in nature, (3) activities personal in nature.

The various activities and their frequency of mention were set down in tabular form. The same activities of all three fields were then set into a table of comparison of activities mentioned in 1955, 1960, and 1964, again with their frequency of mention.

The findings, conclusions, implications, and recommendations stemming from the analysis and interpretation of the data are presented in the final chapter of the thesis.

Subjects.--The subjects for this study were the articles appearing in selected educational literature that pertain to educational, vocational, and personal guidance during the period from 1955 to 1964.

Locale of the study.--This study was conducted, primarily, in the Atlanta University Library with utilization of facilities of the public as well as the Emory University libraries.

Methods of research.--This is a research of the descriptive type, or more specifically, library research. It falls best under this classification because it attempted critical analysis of available data on guidance activities in printed form; it described these activities interpretatively in terms of all obtainable facts on the subject, and

particularly in reference to norms involved. The study was done with all due consideration to the variables involved in terms of analytical and critical description.

Operational definition of terms.--For the purpose of this study the terms occupational, educational, and personal guidance activities were defined as follows:

1. Occupational guidance activities refer to those activities which aid the student in becoming aware of the world of work, getting and succeeding in a job.
2. Educational guidance activities lend themselves to the optimal development of the pupil intellectually.
3. Personal guidance activities refer to the personal and social development of the student.

Survey of related literature.--A review of the literature revealed trends in activities of the decade prior to the current one under study.

Writing in 1945, Schloerb observed that at that time tests and measurements had become a distinct part of guidance programs, and had taken on new and greater meaning because of the developments in use of tests in industry, in institutions of higher learning, and in the armed forces.¹ One of the most challenging types of work in the armed services was the effort to assess the whole personality by observation of a person in a wide variety of situations, using a variety of testing techniques quite different from conventional measurement approach of the time. Applied to school guidance work, this method of devoting attention to the ordinary behavior of the pupil in many activities of school life had won

¹L. J. Schloerb. "Guidance Programs and Problems at Secondary Level," School Review, LIV (1946), p. 203.

favor as a means towards greater insight about an individual's nature than had been heretofore.¹ Schools gradually developed programs that placed testing on an organized basis.²

As a result of intensive testing programs in the armed services in World War II, stress came to be laid upon the fact that a person is an individual, and as such, is different in one or more ways from even his brothers and sisters. To discover his aptitudes, abilities, interest and limitations became essential to use our human and natural resources to produce the greatest returns.³

In a 1950 article, Traxler spoke of a trend toward use of follow-up studies.⁴ The trend at that time had not developed much momentum, but was discernible in some places. Schools had come to realize that this area was lagging behind other aspects of the guidance program, and had aroused a feeling that appraisal of a guidance program and its contribution to the student called for cooperation of graduates and other school leaders.

Follow-up of pupils wrote Jones in February 1954, who were graduated or who dropped out of school was an important emphasis in guidance

¹L. J. Cronbach. "New Developments in Testing and Guidance," School Review, LVI (1951), p. 194.

²A. E. Traxler. "Emerging Trends in Guidance," School Review, LVIII (1950), pp. 14-23.

³F. R. Zeran. "National Picture of Guidance and Personnel Service," National Association of Secondary School Principals' Bulletin, XXXII (1948), p. 52.

⁴Traxler, op. cit., p. 23.

in most schools having a well-coordinated program of guidance. During and since World War II, many schools concentrated on the study of the drop-outs with a view toward reducing the number of early school leavers. Follow-up data proved valuable also in reorganizing curricula and other school services and facilities.¹

Teachers, few as they were, were being called on more and more to take their part in guidance work, due to increased school enrollments. The increase in secondary and college area was especially phenomenal. According to Ruth Strang, guidance workers extricated themselves from the "either-or" attitude toward guidance--the attitude that guidance is the sole responsibility of either specialists or teachers; everyone in the school must contribute.²

In 1950 this activity was such as to be referred to as an encouraging trend, whereby guidance was coming to be viewed not as a separate and self-contained program, but one in which guidance and instruction were being blended together as inseparable and intergrated parts of the total educational process.³ Guidance was fast becoming an all-faculty function.⁴

¹A. J. Jones and L. M. Miller. "National Picture of Pupil Personnel and Guidance Services in 1953," National Association of Secondary School Principals' Bulletin, XXXVIII (1954), p. 153.

²R. M. Strang. "Guidance Through the Whole School," National Education Association Journal, XXXVI (1954), p. 200.

³W. E. Dugan. "What Kind of Guidance Programs in the Large High School?" National Association of Secondary School Principals' Bulletin, XXXV (1951), p. 186.

⁴Traxler, op. cit., p. 15.

Amongst several of the changes in the guidance field that the last war brought about, one was the wider use of referrals.¹ That this was a very definite need as early as 1945, Trabue observed at that time that the total number of persons needing guidance and information regarding occupations was so great, that the schools should not even have tried to carry the entire burden; recourse was needed to employers, service clubs, chambers of commerce, and many other groups in the community having vital interests in seeing that citizens receive sound vocational information and guidance.²

Traxler, in 1950,³ as well as Hamrin, in 1952,⁴ both described a closer cooperation of the guidance services of the school with the home and other agencies of the community, as a marked trend in guidance. There was a tendency to cooperate with health and social-service agencies in the community, and to draw upon resources of experts for treatment of badly maladjusted individuals to be had in community agencies.

Not to be overlooked also in connection with this activity was the increasing awareness, on the part of both the administration as well as teaching personnel of many schools, of the fact that there were problems in the development of individuals which they were not meeting and were

¹C. G. Wrenn. "Trends and Predictions in Vocational Guidance," Occupations, XXV (1947), p. 511.

²M. R. Trabue. "Making Vocational Guidance Effective," Education, LXVI (1945), p. 244.

³Traxler. op. cit., p. 15.

⁴S. A. Hamrin. "What are Current Trends in Guidance Services in the Senior High School?" National Association of Secondary School Principals' Bulletin, XXXVI (1952), p. 60.

therefore looking for help from persons and agencies especially trained and equipped to handle such cases.¹

Schloerb, writing in 1946, called attention to the fact that in the setting up of guidance programs which would guarantee individual counseling service, schools were then beginning to assume more responsibility. Some of the reasons he assigned for this were these: (1) curriculums becoming more flexible and students faced with the need of making more individual choices; (2) the changing patterns of occupations; (3) the growth in numbers of educational resources available to the average student whereby they needed provision for individual treatment; (4) the many scholarships available; (5) the new and varied employment opportunities open to young people; (6) the increasing concern for drop-outs; (7) the observance of child labor laws; all of these tended to increase emphasis on the individual approach in guidance work.²

Hamrin noted in 1952 that an organized program of counseling, including provision for individual pupil counseling twice a year, was fast becoming the heart of the guidance program.³ In a 1953 study of high school guidance services in a six state area, carried in an article by Jones, figures revealed that in either a big or limited degree, 55 per cent of the schools had frequent periodical counseling interviews with all pupils throughout the high school.⁴

¹Traxler, op. cit., p. 18.

²Schloerb, op. cit., p. 206.

³Hamrin, op. cit., p. 60.

⁴Jones and Miller, op. cit., p. 150.

Traxler said of the period just following the close of World War II, that most schools were lacking in preparation for guidance. Many discharged veterans, including alumni without work experience who needed vocational guidance and former students whose education was interrupted, were turning to schools in the home communities for advice. And a yet far greater guidance problem of the time was the fact that young people not quite old enough to get into the war, who found themselves about to be graduated during a period of marked vocational readjustment at the adult level, found little place for young and inexperienced workers. There was unprecedented opportunity to help boys and girls achieve better adjustment and better vocational choices. It became evident that the training of classroom teachers and counselors to understand and make use of guidance techniques was the most important single need in the whole guidance movement.¹

In 1950, this activity, according to Traxler had reached the proportion of a definite trend.² Although guidance was using trained specialist, yet, too, it was now including in its services a host of non-specialists.

In 1954, Wrenn bears witness to the fact that the last few years had seen considerable progress in the recognition of counseling and counselors. More weight has been given to the professional status of counseling. The trend has been toward expecting more and more psychological sophistication of those who do guidance work, while not materially reducing emphasis upon the knowledge needed of the social, vocational,

¹Traxler, "Cumulative Record in the Guidance Program," School Review, LIV (1945), p. 154.

²Traxler, "Emerging Trends in Guidance," op. cit., p. 15.

business or industrial, and educational structure within which the individual functions.¹ Teachers have had to measure up to these more exacting demands in guidance work by in-service growth.

Speaking of allowing for differentiation or flexibility of curricula, courses and teaching procedures to provide for individual differences, Strang stated that the modern curriculum is designed to help every pupil solve his personal, vocational, and academic problems. Methods of instruction, she said further, were making provision for initiative, self-direction, and ability to understand widely different individuals and the complex modern world.²

Again, in connection with the emphasis given this activity, Jones reported in 1954 that pupil personnel and guidance services had influenced many curriculum changes through increasing knowledge of pupil development; had brought about subject matter better fitted to pupils' needs, better ways of teaching pupils in small groups and individually, better counseling methods.³

Traxler described as a trend in the year 1950 the activity of gathering together and keeping up-to-date a file of occupational information, due to greater availability and actual use of better sources of occupational information.⁴

In a 1953 study of high school guidance in a six state area, it

¹C. G. Wrenn, "Counseling Function," Review of Education Research, XXIV (1954), p. 135.

²Strang, "Guidance Through the Whole School," op. cit., p. 200.

³Jones and Miller, op. cit., p. 105.

⁴Traxler, op. cit., p. 23.

was significant to note that six out of ten schools provided occupational information to a rather high or an extremely high degree; six out of ten made a rather comprehensive file of such materials available. Current literature on the opportunity in universities and colleges was available to a high degree in the schools in all the enrollment classifications.¹

Among what was described as newer emphasis in guidance, Strang, writing in 1947, included the activity of guidance through groups, which she declared experimental workers were then trying to put into practice.²

By 1950, group therapy had become something more than just a stop-gap approach used only because there were not enough trained personnel to provide professional guidance service on an individual basis; it was beginning to be accepted as having a professional contribution to make in regard to guidance work.³ It was found that high school students profited greatly from the cooperative experiences involved in group counseling. It was evident that these group experiences met special needs of the adolescent.

Hamrin included group procedures for common needs and problems as a current trend in guidance services in high schools in 1952.⁴

Jones observed in 1954 that every device, such as group methods,

¹Jones and Miller, op. cit., p. 150.

²R. M. Strang, "Guidance Young People Want," School Review, LV (1947), p. 401.

³Ohlsen, "Group Counseling," Clearing House, XXIV (1950), p. 335.

⁴Hamrin, op. cit., p. 62.

have had to be used.¹ Pressure for economy had no doubt played its part, but none the less educators recognized in group activities fruitful means of attaining the objectives of guidance.²

Later, in 1953, according to the study of high school guidance in a six state area as cited earlier, there was a slightly greater tendency for schools to assist pupils to select, enter, and adjust to curricular offerings on an individual basis than on a group basis. Roughly half of the schools used both methods to varying degrees.³

Strang voiced an appeal in 1950 for more stress upon the informational activity of enlightening a pupil of job personality traits, job requirements as to personal and social adjustment. She complained of vocational guidance having been too individualistic in the past, showing lack of concern for the social aspects of life-adjustment, for the interpersonal skills so important to success in the family, in the community, as well as on the job.⁴

Some years later in 1954, we read in a write-up by Froelich that there appeared a marked increase in concern for the psychological factors in occupations courses, a greater concern in such courses that the pupil

¹ Jones and Miller, op. cit., p. 114.

² C. W. Failor, "Group Activities in Guidance Services," Personnel and Guidance Journal, XXXII (1954), p. 411.

³ Schloerb, op. cit., p. 206.

⁴ R. M. Strang, "Special Aspects of Vocational Guidance," School Review, LVIII (1950), p. 326.

be helped in his personal planning.¹ There was evidently a merging of traditional vocational guidance with concern for the emotional and motivational aspects of behavior.²

It is interesting to note a complaint expressed by a guidance authority in the post-war days of 1946 against the home-room use for guidance as it was being practiced then. The complaint was that the home-room was too crowded for the guidance of youth; it was like an attic--everything in the way of progress of class periods was sent there for disposal.³

However, according to Wimmer, writing in 1948, the home-room was at that time continuing to play an important part in the high school guidance program.⁴

There was a suggestion as to why the home-room could possibly have decreased in emphasis to some extent, in the observation that the specialized courses of the secondary school tended to prevent the day long containment of the same group that the home-room unit implied; what is more, the older pupils become, the less they take to being restricted.⁵ Some progress, nevertheless, had been made against this obstacle: in grades

¹C. P. Froelich, "Group Guidance Approaches in Education Institutions," Review of Educational Research, XXIV (1954), p. 148.

²E. S. Bordin and C. G. Wrenn, "The Counseling Function," Review of Educational Research XXIV (1954), p. 135.

³F. F. Wilkerson, "What is the Greatest Drawback in School Guidance?" National Association of Secondary School Principals' Bulletin, XXX (1946), p. 124.

⁴N. E. Wimmer, "Guidance in Secondary Schools," School Review, LVI (1948), p. 349.

⁵F. L. Bacon, "Guidance in our Public Schools," School Executive, LXVII (1948), p. 14.

7 to 12, core organizations had been set up which maintain a class group for two to four periods. In this case, one teacher was in charge, and the guidance factor under such a prolonged period was markedly strengthened.

That home-rooms still maintained a degree of popularity amongst guidance authorities was attested to by Failor; his supposition was that the home-room is a kind of resort to which school administrators have had recourse in solving their difficulty as to placement and assignment of special guidance courses.¹

In 1945 we are told that at the secondary level few separate classes were being conducted in which educational and vocational information was given on an intensive basis; there was, however, at that time a trend toward giving this information extensively throughout all the grades.²

To all appearances this trend developed further, for in 1952 we find that there appeared to be an encouraging movement in the direction of courses in occupations taught by counselors to twelfth grade students, by methods which include follow-up of alumni, visits to places of employment, interviews with workers, guest speakers, visual aids and self-appraisal.³

Then again concerning this activity, Froelich said in 1954 that the trend appeared to be that counselors or directors of guidance taught

¹Failor, op. cit., p. 411.

²Schloerb, op. cit., p. 205.

³R. Hoppock, "The Teaching of Occupations in 1951," Occupations, XXX (1952), p. 276.

occupational courses with the specific intent that the class experiences provide the students with educational and occupational information, with general introduction to personal appraisal, with orientation to school, and to vocational planning.¹

Of a combined school and work program, Schloerb informs us that in 1946 it merited being designated a trend in guidance work on the secondary level, the activity itself having been developed during the war. Administrators had then come to realize the place which part-time work can take as a self-guidance activity for the student.²

In conformity with the present trend away from the segmented approach in analysis of the individual and his needs, toward the integrated point of view of considering the child as a whole, one amongst many of the methods used, according to Jones in 1954, to study students included the supervised work experience. Nevertheless, it is stated that work experience programs had not yet become a prominent feature of the services of the schools.³

Traxler described a trend as showing up in 1950 toward increased interest in the use of improvised techniques in the treatment of maladjustment. Schools were coming to realize that instructional problems did not stand in isolation but interacted with the personal problems of students, and that by integrating the work of the school with such an activity of the guidance department as this, they would better meet the

¹Froehlich, op. cit., p. 149.

²Schloerb, op. cit., p. 207.

³Jones and Miller, op. cit., p. 110.

problems in the development of individuals they had not heretofore been meeting.¹

Traxler assured us that in 1950 a trend was noticeable toward closer cooperation of the guidance services of the school with the home and other agencies in the community; that report forms were becoming guidance-oriented, providing parents with understandable information on the growth of pupils; that there was more mutual reporting and exchange of information between the school and home.²

In 1947 there was mention of a movement, brought about by World War II, toward focusing the responsibility for varied personnel functions upon one man.³ A year later, in 1948, a study of 447 high schools brought out the fact that there had been a significant increase at that time in the number of schools with counselors; a trend was showing up toward the use of a counselor for guidance services in the fact that 79 per cent of the schools covered in the study employed a counselor.⁴

In 1949, one authority stated that the position of personal counselor in the high school was still relatively new, and had only appeared to an appreciable extent since World War II. The hope was expressed that the next few years would clarify the status of this position. Though indefinite at the time, the requirements for the position were to some

¹Traxler, op. cit., p. 18.

²Ibid., p. 15.

³Wrenn, "Trends and Predictions in Vocational Guidance," op. cit., p. 511.

⁴Wimmer, op. cit., pp. 343-349.

extent these: an M.A. degree in psychology with some clinical experience as an absolute minimum; a Ph.D. in psychology as well as a one year clinical internship, a requirement still in the state of a strong trend.¹

A nation-wide study of guidance in high schools in 1953 revealed that the number of counselors serving only junior or senior high schools or full school systems was 18,197 as against 8,229 back in 1945, a number representing an increase of 120 per cent. By far the largest number of these were in the population centers with 2,500 and over; 8,153 of these were serving half time or more for all states; the number of men and women counselors was almost equal in 1951-52 as compared to approximately one-fourth more women in 1945-46.²

Great impetus to the activity of employing school counselors who are qualified by training and experience was undoubtedly lent by the passing of the George-Barden Act on August 1, 1946, authorizing special federal funds for vocational guidance. This act recognized vocational guidance as a reimburseable activity. In consequence, individual states introduced certain certification requirements which required counselors to meet certain standards before their salaries were paid from public funds. In 1948 most states had come to require three years teaching experience, fifty weeks in work experiences other than teaching and counseling, and a year of work in the field of guidance at the graduate level.³

¹Wimmer, op. cit., pp. 343-349.

²F. M. Fletcher, "Occupations in Counseling," Educational Research Bulletin, XXVIII (1949), p. 133.

³Zeran, op. cit., p. 56.

In 1950, Traxler assured us that, due to stimulation by the George Barden Act of 1946, the demand for more adequate training of guidance personnel had become a trend.¹

According to the 1952-53 nation-wide study, referred to in the previous activity, certification requirements for school counselors had become mandatory in 21 states, the District of Columbia, and in 3 territories; in only 8 states were they still optional; 14 states were developing certification plans; 9 states had no counselor-certification plans, a certificate to teach and several years of teaching experience were required; a designated period of previous work experience was required by practically all states; and course areas had been summarized for all the states requiring certificates.²

Expressing the attitude in 1954, Bordin remarked that more weight was being given to the professional status of counseling; the trend was toward expecting more and more psychological sophistication of those who counsel, while not materially reducing emphasis upon the knowledge needed of the social, vocational, business or industrial, and educational structure within the individual functions.³

One of the newer emphases in guidance which experienced workers in the field were trying to put into practice in 1947 was that of a listening attitude on the part of the counselor.⁴

¹Traxler, op. cit., p. 14.

²Jones and Miller, op. cit., p. 135.

³Bordin and Wrenn, op. cit., pp. 134-135.

⁴Strang, "Guidance Young People Want," op. cit., p. 401.

Later in 1950 Strang informed us that counselors had recently become interested in the so-called non-directive approach in vocational guidance interviews.¹

Also witness to a trend in 1950 toward the middle position between directive and non-directive guidance, was Traxler. He reported that the earlier tendency had been highly directive, but the rise of the non-directive therapy of Carl Rogers and his associates had had a liberalizing influence on counseling. Most guidance workers had not adopted the non-directive method as a basic technique to be used with all or a majority of students, claiming that most students were lacking in background for its successful use. Thus the tendency had arisen to encourage the counselee to take the lead to the limit of his ability, the counselor keeping the responsibility to make suggestions, provide guidance, and even assume direction if the counselee were beyond his depth.²

The same trend to shift emphasis from counselor to counselee was noticeable in 1954.³ And in April of the same year, we are informed that the fervor associated with the non-directive theory had waned.⁴

Growth of the activity of using test batteries yielding comparable scores in broad areas in the counseling for educational and vocational

¹Strang, "Social Aspects of Vocational Guidance," op. cit., p. 326.

²Traxler, op. cit., p. 21.

³Jones and Miller, op. cit., p. 108.

⁴L. J. Cronbach, "New Developments in Testing and Guidance," School Review, LVI (1948), pp. 191-194.

prognosis was apparently a result of the practice in the armed services during World War II of assessing the whole personality of an individual by observing him in a wide variety of situations.¹ By 1947 there was evidence that reliable instruments for measurement of broad functions were available in each of the main fields of evaluation.²

This guidance tendency to use the results of test batteries yielding scores in broad areas for differential prediction of success, was set down as a trend in 1950. Schools had come to realize that a test yielding simply one score, showing the general level of an individual in one field, had limited usefulness for prediction and guidance.³ Several test batteries have developed in line with this trend: the Chicago Test of Primary Abilities, Yale Educational Aptitude Tests, Differential Aptitude Tests, and the S.R.A. Primary Mental Abilities Test.

All this was evidently a concomitant of the trend described in 1954 as one being away from the segmented approach in the analysis of the individual and his needs, toward the integrated approach of considering the pupil as a whole, where each aspect of his nature and his problems was definitely related to every other part.⁴

What was said earlier under the administrative activity of a faculty actively cooperating in the school guidance activities, was again

¹L. J. Cronbach, "New Developments in Testing and Guidance," School Review, LVI (1948), pp. 191-194.

²Traxler, "Evaluation of Methods of Individual Appraisal in Counseling," Occupations, XXVI (1947), p. 91.

³Traxler, "Emerging Trends in Guidance," op. cit., p. 17.

⁴Jones and Miller, op. cit., p. 110.

applicable to the guidance activity of taking steps to arouse the interest of every teacher in the school guidance work. Increased pupil enrollments, and growth in 1950 of the viewpoint that guidance and instruction must function together as inseparable and integrated parts of the total educational process, played their part in the appearance of this type of emphasis in the guidance field.¹ Hamrin referred to it as a 1952 trend.²

The specifically personal guidance activity of relating subject matter in the classroom to life's problems and values gave indication of being the object of more attention among guidance authors in later years.

There was an expression in 1951 of the proposal that moral values could be better taught if they permeated the entire school than if the instruction were centered in a special course. Evidence bore out the fact that the procedure most likely to be effective in the teaching of moral values was to weave these concepts into the entire life of the school and to make them a vital part of all subjects of instruction in the school program.³

Also writing in 1951, Trow remarked that with the facts of individual maladjustments, juvenile delinquency, and organized crime before their eyes, guidance workers were beginning to realize that it was not enough to teach the fundamental processes; there were other educational objectives only to be had in a moral program that is made a part of every activity

¹B. Matthews, "The Classroom Teacher and Guidance," National Association of Secondary School Principals' Bulletin, XXXIV (1950), p. 128.

²Hamrin, op. cit., p. 64.

³I. L. Kandel, "Teaching of Values," School and Society, LXXIV (1951), p. 27.

of the curriculum.¹

The following chapter presents those trends in guidance activities in secondary schools which have manifested themselves in the past decade, the period from January, 1955 to December, 1964.

¹W. C. Trow, "How Shall We Teach Ethics?" School Review, LIX (1951), pp. 519-523.

CHAPTER II

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Introduction.--The following table sets forth the sources from which the study was principally drawn, indicating the author, the title of each article and its source. As explained in the first chapter these specific sources were arrived at by an elimination process based on the greater frequency of guidance activities and on content pertinent to the study. The guidance activities outlined in this chapter have been lifted out of this source material alone. Interpretations as well, have originated for the most part, from the authors and articles described here. Thus, Chapter II is representative of what sources have been basic to the development of the entire study and the analysis and interpretation of data.

Table 1 exhibits in order of the dates of publication, the journals and articles from which arose source material for tabulating all guidance activities, educational, vocational, and personal in nature. Because many of the articles depicted activities common to all three guidance areas treated in the thesis, and to avoid repetition, no attempt was made to place the articles under separate areas. Repetition could not be avoided in many instances, however, in Tables 2, 3, and 4 in which the activities mentioned are treated separately.

Table 1 reveals that, in all, the study made use of 258 articles as basic sources of investigation of guidance activities over the course of

TABLE 1

ARTICLES ON GUIDANCE ACTIVITIES FROM 1955 TO 1964
INDICATING SOURCE, TITLE AND AUTHORS

| SOURCE | | | | | Articles | Authors |
|---|--------|------|---------|--|---|---------|
| Magazine | Volume | Year | Pages | | | |
| <u>Personnel and Guidance Journal</u> | 33 | 1955 | 510-512 | "Appropriate Use of Interest Inventories" | Foley, A. W. | |
| | 33 | 1955 | 270-273 | "Predicting Success in the Work Experience" | Issacson, Lee E. | |
| | 33 | 1955 | 451-455 | "The Plan Sheet, A Guidance Technique" | Maloux, Phelon | |
| | 33 | 1955 | 265-269 | "How Well Are We Putting Across Occupational Information?" | Shosteck, Robert | |
| | 34 | 1955 | 200-203 | "Counseling Youth for Military Service" | Clifton, Robert S. | |
| | 34 | 1955 | 134-136 | "Occupational Sociology in Occupational Exploration" | Danskin, David G. | |
| | 34 | 1955 | 21-23 | "High School Occupational Course Helps Students Adjust to College" | Lowenstein, Norman and Hoppock, Robert | |

TABLE 1--Continued

| SOURCE | | | | | Articles | Authors |
|---|--------|------|---------|---|---|---------|
| Magazine | Volume | Year | Pages | | | |
| <u>Personnel and Guidance Journal</u> | 34 | 1955 | 137-141 | "Group Guidance by Testing and Impersonal Mailed Reports" | Morgan, Robert M. | |
| | 34 | 1955 | 33-35 | "What Is A Community Agency?" | Sanderson, Herbert | |
| | 34 | 1955 | 36-40 | "Placement's Place in Guidance and Counseling" | Sinick, Daniel | |
| | 34 | 1955 | 213-216 | "High School Courses in Occupa- tions" | Stevens, Nancy and Hoppock, Robert | 82 |
| | 35 | 1956 | 214-216 | "Use of the Survey of Study Habits and Attitudes for Counseling Students" | Brown, William and Holtzman, Wayne | |
| | 35 | 1956 | 24-27 | "A Follow-Up Study of Machinist Journeyman" | Koerble, Charles E. and Rothney, John W. | |
| | 35 | 1956 | 424-427 | "The Multiple Aptitude Tests" | Segel, David | |
| | 35 | 1956 | 147-150 | "Developing Principles of Public School and Social Agency Cooperation" | Sielski, Lester M. | |
| | 35 | 1956 | 155-158 | "Research on the Teaching of Occupations" | Sinick, Daniel and Hoppock, Robert | |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|---|--------|------|---------|---|---|
| Magazine | Volume | Year | Pages | | |
| <u>Personnel and Guidance Journal</u> | 35 | 1956 | 9-15 | "The Use of Multifactor Test Batteries in Guidance" | Super, Donald |
| | 35 | 1956 | 206-213 | "Our Changing World of Work" | Wood, Helen |
| | 35 | 1956 | 216-219 | "Teaching Occupational Infor- mation in Illinois Secondary Schools" | Wright, Ralph |
| | 36 | 1957 | 38-39 | "Assisting Teachers in Using Test Results" | Coleman, William |
| | 36 | 1957 | 116-117 | "Job Course Pays Off Again" | Cuony, Edward R. and Hoppock, Robert |
| | 36 | 1957 | 104-111 | "Studies on the Sociological Aspects of Specific Occupa- tions" | Danskin, David |
| | 36 | 1957 | 10-16 | "Stars, Parsons, and Clients" | Froehlick, Clifford |
| | 36 | 1957 | 99-103 | "The Counselor's Role In Com- bating Juvenile Delinquency" | Kuaraceus, William |
| | 36 | 1957 | 17-20 | "The Multiple Tests: Summing Up" | Super, Donald |

TABLE 1--Continued

| SOURCE | | | | | |
|---|--------|------|---------|--|--|
| Magazine | Volume | Year | Pages | Articles | Authors |
| <u>Personnel and Guidance Journal</u> | 36 | 1957 | 154-161 | "The Preliminary Appraisal in Vocational Counseling" | Super, Donald |
| | 37 | 1958 | 40-42 | "Student Reaction to the Kuder" | Arnold, Dwight |
| | 37 | 1958 | 107-113 | "Guidance and the Nation's Needs" | Derthick, Lawrence G. |
| | 37 | 1958 | 282-287 | "Of Things to Come--Automation and Counseling" | Hart, Dale J. and Lifton, Walter M. |
| | 37 | 1958 | 480-485 | "Home Visitation Put To A Test" | Shoenbard, G. H. |
| | 37 | 1958 | 43-46 | "Student Handbooks: Observa- tions and Recommendations" | White, Robert M. |
| | 38 | 1959 | 323-325 | "Effectiveness of High School Guidance Services" | Coravello, Santo J. |
| | 38 | 1959 | 387-389 | "Prospectus for the Talent Search" | Flanagan, John C. and Dailey, John T. |
| | 38 | 1959 | 334-341 | "Aptitude and Achievement Measures in Predicting High School Academic Success" | Jacobs, James N. |

TABLE 1--Continued

| SOURCE | | | | | Articles | Authors |
|---|--------|------|---------|---|---|---------|
| Magazine | Volume | Year | Pages | | | |
| <u>Personnel and Guidance Journal</u> | 38 | 1959 | 441-443 | "Use and Appraisal of Occupational Literature by Secondary School Counselors" | Kuntz, James E. and Jetton, Clyde T. | |
| | 38 | 1959 | 451-454 | "Results of a Pre-College Testing and Counseling Program" | Patterson, Malcolm H. | |
| | 38 | 1959 | 455-456 | "Academic Achievement of Freshmen High School Students in Relationship to Class Load and Scholastic Aptitude" | Schwilch, Gene L. | |
| | 38 | 1959 | 574-577 | "Counseling High Aptitude Students on Scholarship Opportunities" | Thistlethwarte, D. | |
| | 38 | 1959 | 551-556 | "Multiple Counseling: Why? When? How?" | Wright, Wayne E. | |
| | 39 | 1960 | 30-36 | "G. A. T. B. Norms for Lower High School Grades" | Droege, Robert C. | |
| | 39 | 1960 | 21-29 | "An Intensive Vocational Counseling Program for Slow Learners in High School" | Galdfein, Ronald B. | |

TABLE 1--Continued

| SOURCE | | | | | Articles | Authors |
|---|--------|------|---------|--|---|---------|
| Magazine | Volume | Year | Pages | | | |
| <u>Personnel and Guidance Journal</u> | 39 | 1960 | 502-507 | "Occupational Information and Pre-Service Counseling" | Gordon, Leonard V. and Steinman, John | |
| | 39 | 1960 | 275-279 | "Organization of Guidance for the Gifted" | Gowan, J. C. | |
| | 39 | 1960 | 133-136 | "The Function of Counseling as Perceived by High School Students" | Hielfron, Marilyn | |
| | 39 | 1960 | 569-571 | "A Comparative Study of the Mailed Questionnaire and the Interview in Follow-Up Studies" | Jackson, Robert M. and Rothney, J. W. M. | |
| | 39 | 1960 | 658-661 | "Extra-Measured Use of Tests in Counseling" | Kirk, Barbara A. | |
| | 39 | 1960 | 662-664 | "Vocational Guidance Through Fact and Fiction" | Socapulac, Eugenia | |
| | 39 | 1960 | 218-219 | "Research by States on the Teaching of Occupations" | Sinick, Daniel and Hoppock, Robert | |
| | 39 | 1960 | 106-109 | "The Critical Ninth Grade: Vocational Choice or Voca- tional Exploration" | Super, Donald | |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|---|--------|------|---------|---|--|
| Magazine | Volume | Year | Pages | | |
| <u>Personnel and Guidance Journal</u> | 39 | 1960 | 41-44 | "N. D. E. A. Opportunities and Responsibilities in Test Development and Test Use" | Wesman, Alexander |
| | 40 | 1961 | 42-47 | "Counseling Talented Students on College Choice" | Forrest, Aubrey |
| | 40 | 1961 | 174-175 | "The Career Conference Con- cept" | Frاند, Stanley D. and Brunhaze, Erven |
| | 40 | 1961 | 518-522 | "Group Guidance: Content and Process" | Galdman, Leo |
| | 40 | 1961 | 361-367 | "Predicting Success in High School Foreign Language Study" | Hascall, Edward G. |
| | 40 | 1961 | 164-168 | "Research on the Teaching of Occupations" | Sinick, Daniel and Hoppock, Robert |
| | 41 | 1962 | 6-11 | "Using Tests to Measure Change" | Bereither, Carl |
| | 41 | 1962 | 133-138 | "A School Report on Group Counseling" | Cohn, Benjamin and Sniffen, A. Mead |
| | 41 | 1962 | 155-157 | "A Guidance Oriented Place- ment Service" | Loughary, John and O'Brien, Ralph |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|---|--------|------|---------|--|---|
| Magazine | Volume | Year | Pages | | |
| <u>Personnel and Guidance Journal</u> | 41 | 1962 | 56-57 | "Reporting Results of the Standardized Testing Program to Parents" | McCauley, John H. |
| | 41 | 1962 | 229-233 | "Work: A Neglected Resource for Students" | Murray, Evelyn |
| | 41 | 1963 | 812-813 | "Using the Pictorial Normal Curve in Test Interpretation" | Adams, James T. |
| | 41 | 1963 | 509-512 | "Professional Staffing of Positions" | Atta, Ralph E. Van and Peters, Herman J. |
| | 41 | 1963 | 721-724 | "To Help Each Student Achieve His Highest Potential" | Bolling, Emma |
| | 41 | 1963 | 811-812 | "Experimental Guidance Pro- gram of Parent-Counselor Conference" | Brown, Frank |
| | 41 | 1963 | 394-402 | "The Statewide Testing Program" | Horst, Paul |
| | 41 | 1963 | 531-534 | "Another Job Course Pays Off" | Rosengarten, William |
| | 41 | 1963 | 709-714 | "Student Opinions of A High School Guidance Program" | Schultz, Merlin W. |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|---|--------|------|---------|--|--|
| Magazine | Volume | Year | Pages | | |
| <u>Personnel and Guidance Journal</u> | 41 | 1963 | 814-819 | "The American College Test- ing Program Examination" | Tiedeman, David |
| | 42 | 1963 | 43-46 | "The Changing Plans of High School Graduates" | Berdie, Ralph F. and Hood, Albert |
| | 42 | 1963 | 112-119 | "The Nature of Guidance" | Bowles, Frank H. |
| | 42 | 1963 | 70 | "Guidance: A Community Concern" | Enstad, O. L. |
| | 42 | 1963 | 64-68 | "Cooperative Plan for Guidance and Admission" | Galdman, Leo |
| | 42 | 1963 | 60-62 | "Guidance: Philosophy, Prin- ciples, and Practices Via Television" | Keppers, George |
| | 42 | 1963 | 35-39 | "Evaluation of First Steps in the Counseling of Superior Students" | Koeppel, Richard and Rothney, William |
| | 42 | 1963 | 71-72 | "The Chamber of Commerce As A Resource" | Laserte, Robert |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|---|--------|------|---------|--|---------------------------------------|
| Magazine | Volume | Year | Pages | | |
| <u>Personnel and Guidance Journal</u> | 42 | 1963 | 62-63 | "Making Test Data Useful" | Lundy, Charles and Shertzer, Bruce |
| | 42 | 1963 | 29-34 | "Comparisons of System Data for Predicting Career Choice" | Mierzwa, John A. |
| | 42 | 1963 | 52-55 | "Types of Problems Referred to a Central Guidance Agency" | Rice, Joseph P. |
| | 42 | 1963 | 15-20 | "The Vocational Interests of Gifted Adolescents in an En- tensive Summer Academic Ex- perience" | Smith, Louis and Wientge, Kingsley |
| | 42 | 1964 | 613-615 | "College Day"--Boon or Bane | Banks, Waldo |
| | 42 | 1964 | 754-759 | "Personal Values and Attitudes as Determinants of Post High School Plans" | Berdie, Ralph and Hood, Albert B. |
| | 42 | 1964 | 921-922 | "The Role of the Counselor: A Classroom Visitation" | Brough, James R. |
| | 42 | 1964 | 287-291 | "Study Habits and Attitudes, College Experience and College Success" | Brown, Frederick |

TABLE 1--Continued

| SOURCE | | | | | |
|---|--------|------|---------|--|---|
| Magazine | Volume | Year | Pages | Articles | Authors |
| <u>Personnel and Guidance Journal</u> | 42 | 1964 | 267-272 | "Sociological Studies of Occupa- tions as a 'Way of Life' " | Cohen, Albert |
| | 42 | 1964 | 908-913 | "Changes in Readiness for Vocational Planning from the Eighth to Tenth Grade" | Gribbons, Warren D. |
| | 42 | 1964 | 794-800 | "Characteristics of Students of High Academic Aptitude" | Nicholas, Robert and Davis, James |
| | 42 | 1964 | 707-709 | "Survey of Teachers' Opinions of Guidance Services" | Russel, James C. and Wilks, Arthur |
| | 42 | 1964 | 293-298 | "A Comparison of Four High School Guidance Programs in Terms of Four Criteria" | Sanborn, Marshall P. |
| | 42 | 1964 | 504-507 | "Research on the Teaching of Occupations" | Sinick, Daniel and Hoppock, Robert |
| | 42 | 1964 | 888-893 | "Student Personnel Records: A Vital Tool But A concern of the Public" | Tennyson, W. Wesley, Balocher, Donald and Johnson, Ralph H. |
| | 42 | 1964 | 781-786 | "Difficulties in the Use of Achievement Tests Gains as Measures of Growth" | Weiner, Max and Howell, John J. |

TABLE 1--Continued

| SOURCE | | | | | |
|--|--------|------|---------|---|--------------------------------------|
| Magazine | Volume | Year | Pages | Articles | Authors |
| <u>Personnel and Guidance Journal</u> | 42 | 1964 | 611-612 | "A Project in Group Counseling" | Wool, S. Theodore |
| | 43 | 1964 | 47-50 | "Perception of Self and Scholastic Underachievement in the Academically Capable" | Combs, Charles F. |
| | 43 | 1964 | 159-166 | "Suggested Personality Implications of Kuder Preference Record (Vocational) Scores" | Gohetz, Walter |
| | 43 | 1964 | 17-21 | "Decision Theory and College Choice" | Hills, John R. |
| | 43 | 1964 | 45-46 | "Anxiety, Study Problems and Achievement" | Knight, James and Chansky, Norman M. |
| | | | | "Selection of High Aptitude High School Graduates for Maximum Achievement in College" | Nicholas, Robert and Holland, John |
| <u>The Bulletin of the National Association of Secondary School Principals</u> | 39 | 1955 | 335-337 | "What Is An Effective Follow-Up Program for High School Leavers?" | Ball, W. N. |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|--|--------|------|---------|--|---------------------------------------|
| Magazine | Volume | Year | Pages | | |
| <u>The Bulletin of the National Association of Secondary School Principals</u> | 39 | 1955 | 84-85 | "What Are The Major Causes of Drop-Outs and What Should Be Done About It?" | Bogman, E. J. and Patterson, W. G. |
| | 39 | 1955 | 3-12 | "The Exceptional Pupil--A Challenge to Secondary Education" | Dunn, Lloyd |
| | 39 | 1955 | 34-40 | "Standardized Testing" | Lennon, Roger |
| | 39 | 1955 | 1-9 | "The Gifted Pupil in the High School" | McWilliams, E. M. |
| | 39 | 1955 | 288-290 | "Talented Youth in the Com- prehensive High School" | Strong, Ruth and Oliver, A. I. |
| | 39 | 1955 | 224-229 | "What Are The Present Trends in Guidance in the High School?" | Wallace, J. T. |
| | 39 | 1955 | 15-22 | "The Education of the Superior High School Student" | Witty, Paul and Bloom, Samuel |
| | 40 | 1956 | 214-216 | "How To Make and Utilize Fol- low-Up Studies of School Leavers" | Bash, C. E. and Johnson, E. H. |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|--|--------|------|---------|--|----------------------------------|
| Magazine | Volume | Year | Pages | | |
| <u>The Bulletin of the National Association Of Secondary School Principals</u> | 40 | 1956 | 2-4 | "What Is An Effective Guidance Program in the Senior High School" | Crane, L. D. and Melchior, O. W. |
| | 40 | 1956 | 325-327 | "How Can the Results of a Testing Program Be Used Most Effectively?" | Flood, N. L. and Dobbin, J. E. |
| | 40 | 1956 | 185-187 | "What Are the Schools Doing for the Gifted?" | Holmes, C. W. and Berry, J. W. |
| | 40 | 1956 | 395-397 | "How Do You Make More Use of Community and Other Resources?" | Smith, W. S. and Romine, Stephen |
| | 41 | 1957 | 212-218 | "How Different Are Our Drop-Outs?" | Coraiff, William |
| | 41 | 1957 | 138-143 | "Military Guidance in New York City High Schools" | Donavan, B. E. |
| | 41 | 1957 | 188-201 | "Student-Parent-Teacher Conferences" | Hendrickson, H. C. |
| | 41 | 1957 | 144-153 | "Special Opportunities for the Gifted" | Redford, E. H. |

TABLE 1--Continued

| SOURCE | | | | | Articles | Authors |
|--|--------|------|---------|---|---|---------|
| Magazine | Volume | Year | Pages | | | |
| <u>The Bulletin of the National Association Of Secondary School Principals</u> | 41 | 1957 | 60-65 | "There Is An Adequate Selection, Guidance, Placement, and Fol- low-Up Plan" | Toll, Lewis R. and Griffin, James T. | 42 |
| | 42 | 1958 | 108-110 | "How Our Schools Help the Rapid Learners" | Collier, Christopher and Hamilton, R. J. | |
| | 42 | 1958 | 154-155 | "Keep Young People In School" | Fitzpatrick, W. J. | |
| | 42 | 1958 | 80-87 | "The Testing Program: What Constitutes the Minimum Essentials" | Tullmer, D. W. | |
| | 42 | 1958 | 141-153 | "Review of Literature on School Dropouts" | Tesseneer, R. A., L. | |
| | 43 | 1959 | 26-43 | "A Survey of Special Pro- visions for the Education of Academically Superior Students" | Appelbaum, Morris | |
| | 43 | 1959 | 33-35 | "Report on the Closed Cam- pus" | Branders, Louis G. | |
| | 43 | 1959 | 5-7 | "Improving Instruction Through Guidance" | Brazziel, William | |
| | | | | | | |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|--|--------|------|---------|---|--|
| Magazine | Volume | Year | Pages | | |
| <u>The Bulletin of the National Association Of Secondary School Principals</u> | 43 | 1959 | 102-106 | "Social Adjustment Classes" | Lawson, Thomas O. |
| | 43 | 1959 | 17-18 | "A Guidance Handbook" | Marshall, Fred |
| | 43 | 1959 | 15-16 | "Handbook for Discipline" | Nolan, Glenn |
| | 43 | 1959 | 19-25 | "The Homeroom Teacher's Responsibility for Curricular Guidance" | Pry, Harry |
| | 43 | 1959 | 10-14 | "The Teacher-Counselor Program" | Ramstad, William K. |
| | 43 | 1959 | 8-9 | "Is Teacher Home Visitation Valuable?" | Wilkerson, Curtis |
| | 44 | 1960 | 136-137 | "Trends in Special Classes for Gifted Adolescents" | Alphren, Morton |
| | 44 | 1960 | 63-67 | "The High School's Responsibility for Public Relations" | Bortner, Dayle M. |
| | 44 | 1960 | 63-67 | "Career Counseling Builds Good Will" | Chaplin, Arthur B., Closson, David E. and Lembo, John P. |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|--|--------|------|---------|---|------------------------------------|
| Magazine | Volume | Year | Pages | | |
| <u>The Bulletin of the National Association Of Secondary School Principals</u> | 44 | 1960 | 107-112 | "Publish the School Paper in the Community Press" | Cochran, Jo Ann |
| | 44 | 1960 | 28-32 | "Feeling the Community Pulse" | Erbe, Wesley |
| | 44 | 1960 | 135-136 | "We Stress the 'U' in Guidance" | Ervin, William |
| | 44 | 1960 | 59-62 | "The Public Relations Role of the School Counselor" | Johnson, W. F. |
| | 44 | 1960 | 120-124 | "A Program for High School Youth of Superior Ability" | Michalak, Raymond F. |
| | 44 | 1960 | 73-85 | "A Follow-Up Study on Students Who Drop Out of High School" | Murk, Virgie |
| | 44 | 1960 | 49-53 | "The Parent--A Part of the School Team" | Parnell, D. E. |
| | 44 | 1960 | 69-72 | "A Follow-Up Survey of High School Graduates" | Weaver, Glenn and Bear, Willard |
| | 45 | 1961 | 20-33 | "A Special Guidance Program for Gifted Underachievers of the Tenth Grade" | Applbaum, Morris |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|--|--------|------|---------|--|-----------------------------------|
| Magazine | Volume | Year | Pages | | |
| <u>The Bulletin of the National Association of Secondary School Principals</u> | 45 | 1961 | 160-162 | "Reporting Pupil Progress to Parents" | Brooks, A. F. |
| | 45 | 1961 | 68-71 | "The Parent Faces the Gifted Child" | Brown, William H. |
| | 45 | 1961 | 27-30 | "Helping Parents Understand Adolescence" | Cuony, E. R. |
| | 45 | 1961 | 142-147 | "The High School Home Room Program" | Henrie, B. S. |
| | 45 | 1961 | 24-26 | "Capable High School Students Can Finance Their College Education" | Keene, Ronald and Adams, F. C. |
| | 45 | 1961 | 48-51 | "Guidance: A Coordinated Plan" | Long, J. R. |
| | 45 | 1961 | 1-4 | "Guidance Means Help" | Nancarrow, J. E. |
| | 45 | 1961 | 62-63 | "Guidance and Public Rela- tions" | Pappas, J. G. |
| | 45 | 1961 | 255-257 | "How Much and What Kind of Student Activities In To- day's Secondary Schools?" | Shelleborger, Guy |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|--|--------|------|---------|---|--------------------|
| Magazine | Volume | Year | Pages | | |
| <u>The Bulletin of the National Association of Secondary School Principals</u> | 45 | 1961 | 232-238 | "An Audio-Visual Project to Disseminate Vocational Information" | Smith, Hydrum |
| | 45 | 1961 | 150-159 | "The High School Guidance Counselor" | Stiller, Alfred |
| | 45 | 1961 | 40-41 | "Homeroom Guidance Is Not Enough" | Vontress, C. E. |
| | 45 | 1961 | 62-67 | "Mental Health Aspects of the Gifted and Talented" | Woolcock, Cyril W. |
| | 45 | 1961 | 1-8 | "Why Capable Students Drop Out of High School" | Woollott, Lorne H. |
| | 46 | 1962 | 180-186 | "The High School Drop Out Problem" | Bond, T. J. |
| | 46 | 1962 | 331-334 | "An Evaluation of Short-Term School Counseling" | Homes, Harold R. |
| | 46 | 1962 | 7-16 | "The Use of Data Processing Equipment for Educational Records" | Merz, Albert |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|--|--------|------|---------|---|------------------------------------|
| Magazine | Volume | Year | Pages | | |
| <u>The Bulletin of the National Association Of Secondary School Principals</u> | 46 | 1962 | 31-36 | "The Guidance Program and Curriculum Improvement" | Murphy, Fred |
| | 46 | 1962 | 19-21 | "Data Processing--An Answer to the Shackles of Paper- work and Decision Making" | Murphy, Rex |
| | 46 | 1962 | 322-323 | "Prediction of Academic Success in High School from Personality Trait Ratings Ob- tained from the Personality Record" | Zingle, Stanley |
| | 47 | 1963 | 1-6 | "Ceiling Unlimited for Ability Students" | Amar, Benedict |
| | 47 | 1963 | 34-37 | "How Practical Is the In- tellectual Movement?" | Craig, William L. |
| | 47 | 1963 | 6-7 | "Specialized High School for Gifted Students" | Enzman, Arthur |
| | 47 | 1963 | 40-48 | "The High School Principal and the Superior Student" | Hoedt, K. C. and Rothney, J. W. |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|--|--------|------|---------|---|--|
| Magazine | Volume | Year | Pages | | |
| <u>The Bulletin of the National Association Of Secondary School Principals</u> | 47 | 1963 | 22-25 | "Education of the Academically Gifted: A Trojan Horse?" | Kahn, Phyllis M. |
| | 47 | 1963 | 50-57 | "Experimental Program for Talented High School Students in Mathematics and Science" | Manchester, Clyde and Runquist, Olaf |
| | 47 | 1963 | 58-68 | "Staff Attitudes Toward A Special School Program for the Talented" | Manchester, Clyde and Silherberg, Norman |
| | 47 | 1963 | 78-85 | "In-Service Guidance Training" | Olsen, Leroy C. |
| | 47 | 1963 | 102-105 | "Teachers Play An Important Role in Advanced Placement" | Rolson, Nancy |
| | 47 | 1963 | 26-33 | "Special Courses for the Ability Student" | Rifugiata, Frances |
| | 47 | 1963 | 106-108 | "Helping the Gifted" | Rupe, Martin |
| | 47 | 1963 | 51-58 | "S. T. E. P. Program for Potential Dropouts" | Sanitsky, Charles |
| | 47 | 1963 | 99-101 | "More Recognition for Brighter Students" | Strasser, Daniel |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|--|--------|------|-------|---|----------------------------------|
| Magazine | Volume | Year | Pages | | |
| <u>The Bulletin of the National Association Of Secondary School Principals</u> | 48 | 1964 | 69-74 | "Planning for Student Activities in Secondary Schools" | Bake, Delbert L. |
| | 48 | 1964 | 16-21 | "Automation, Change, and the Technological Process" | Curtis, Thomas B. |
| | 48 | 1964 | 1-16 | "Student Activities: An Overview and Rationale" | Graham, Grace |
| | 48 | 1964 | 75-80 | "Directing Student Activities" | Grass, W. Al |
| | 48 | 1964 | 81-87 | "The Adviser of Student Activities" | Hillson, Henry T. |
| | 48 | 1964 | 85-95 | "The School Administrator and the Educationally Disadvantaged" | Holt, Irving |
| | 48 | 1964 | 10-30 | "Secondary School Administrators Look At Curricular Weaknesses" | King, Fred M. and Moon, James V. |
| | 48 | 1964 | 83-87 | "Automation, Dropouts and Guidance" | Morman, Robert R. |
| | 48 | 1964 | 47-55 | "What Kind of Education in a World of Automation?" | Rogers, Virgil |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|--|--------|------|-------|--|------------------------------------|
| Magazine | Volume | Year | Pages | | |
| <u>The Bulletin of the National Association Of Secondary School Principals</u> | 48 | 1964 | 73-81 | "The Low Ability Group and the World of Automation" | Schreiher, Daniel |
| <u>Vocational Guidance Quarterly</u> | 3 | 1955 | 81-82 | "The Teacher and the Cumu- lative Records" | Davis, Frank |
| | 3 | 1955 | 69-72 | "With Intergrated Counseling" | Di Prospro, Chris J. |
| | 3 | 1955 | 87-89 | "From School to Work, With Help" | Johnson, Elizabeth |
| | 3 | 1955 | 67-69 | "Providing for the Mentally Retarded With Realistic Under- standing" | Johnson, Orville |
| | 3 | 1955 | 90-92 | "A File Full Of Information" | Munson, Harold |
| | 3 | 1955 | 78-80 | "Stability of Adolescent Voca- tional Interest" | Tutton, Marie E. |
| | 4 | 1955 | 6-8 | "Lauds Work-Study Program" | Baully, Earl and Phillips, Jane |
| | 4 | 1955 | 39-40 | "How Revealing Are Case Histories?" | Gleason, Clyde |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|--------------------------------------|--------|------|---------|--|---|
| Magazine | Volume | Year | Pages | | |
| <u>Vocational Guidance Quarterly</u> | 4 | 1955 | 28-30 | "The Mentally Retarded, Too, Have Special Aptitudes" | Highland Park Guidance Center, Staff |
| | 4 | 1955 | 23-24 | " 'Profile for Parents' Pays Off" | Keppers, George |
| | 4 | 1955 | 46-47 | "Looking A Gift Horse In the Mouth" | Southern, Albert and Calner, Robert M. |
| | 4 | 1955 | 51-53 | "File It for Display and Use" | Tennyson, Wes |
| | 4 | 1956 | 96-100 | "Automation and the Occupational Outlook" | Baldwin, George B. |
| | 4 | 1956 | 70-71 | "Eliminating Fumbles from Referrals" | Drasgow, James |
| | 4 | 1956 | 137-140 | "Local Community Economics for All" | Quinn, William A. and Plummer, Robert H. |
| | 4 | 1956 | 145-149 | "Occupational Information in the Counseling Interview" | Sinick, Daniel |
| | 4 | 1956 | 57-61 | "Career Guidance in the Air Force" | Teller, James D. and McLachlan, Joseph H. |
| | 5 | 1956 | 67-69 | "Is Apprenticeship Obsolete?" | Baldwin, George B. |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|--------------------------------------|--------|------|---------|---|---------------------------------------|
| Magazine | Volume | Year | Pages | | |
| <u>Vocational Guidance Quarterly</u> | 5 | 1956 | 74-76 | "Occupational Adjustment for the Gifted" | Barbe, Walter B. |
| | 5 | 1957 | 142-144 | "Career Day Demonstrations-- Not Just Talk" | Dippert, Maxine |
| | 5 | 1957 | 101-102 | "Occupations Course Is A Fine Art" | Fitzgerald, Paul W. |
| | 5 | 1957 | 169-172 | "Follow Through in Pre-Counseling Orientation" | Froehlich, Clifford |
| | 5 | 1957 | 153-154 | "Guidance and the Drop-Out Rate" | Hill, George E. and Morrow, Robert O. |
| | 5 | 1957 | 123-126 | "Tell Prospective Students What Happens to Graduates" | McLaughlin, Robert |
| | 5 | 1957 | 91-94 | "Counseling Gifted Children" | McWilliams, Earl and Birch, Jack W. |
| | 5 | 1957 | 148-150 | "Is Precounseling Orientation" | Salinger, Malcolm D. |
| | 6 | 1957 | 9-11 | "Reconsideration of the Autobiography" | Dinkmeyer, Don |

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| SOURCE | | | | Articles | Authors |
|--------------------------------------|--------|------|---------|--|------------------------------------|
| Magazine | Volume | Year | Pages | | |
| <u>Vocational Guidance Quarterly</u> | 6 | 1957 | 63-64 | "Jumping the Gun on Aptitude Testing" | Hirt, Michael |
| | 6 | 1957 | 25-26 | "All This in A Job Relations Course" | Purcell, Ruth |
| | 6 | 1957 | 15-18 | "Counseling Does Help" | Rothney, John W. |
| | 7 | 1958 | 67-70 | "Career Via Close-Circuited Television" | Beachley, Catherine |
| | 7 | 1958 | 88-89 | "Scholarship Counseling" | De Forrest, Richard |
| | 7 | 1958 | 90-93 | "Further Validation of A Drop-out Scale" | Epps, Margaret and Cottle, William |
| | 7 | 1958 | 14-15 | "Interests of the Gifted" | French, Joseph L. |
| | 7 | 1958 | 174-176 | "The G. A. T. B. at Work in Vocational Counseling" | Hay, John E. |
| | 7 | 1958 | 122-123 | "An Inventory to Identify High School Dropouts" | Herman, Lyndon and Cottle, William |
| | 7 | 1958 | 9-11 | "Guidance Bulletin Boards, A New Look" | Kauble, Delores |

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| SOURCE | | | | Articles | Authors |
|--------------------------------------|--------|------|---------|--|---------------------------------------|
| Magazine | Volume | Year | Pages | | |
| <u>Vocational Guidance Quarterly</u> | 7 | 1958 | 124-127 | "Projective Tests in the Counseling Process" | Motto, Joseph J. and King, Robert |
| | 7 | 1958 | 121-123 | "Group Guidance Helps, But. . ." | Rubinfeld, William A. |
| | 7 | 1958 | 142-145 | "Vocational Planning for the Mentally Limited" | Smith, David Wayne |
| | 7 | 1958 | 208 | "A Newspaper Just for Guidance" | Tosky, Milt F. |
| | 7 | 1958 | 177-178 | "Flagging the Files" | Utter, Lou |
| | 7 | 1959 | 219-220 | "Bringing the Occupational File Out Into the Open" | Diamond, Edward |
| | 8 | 1959 | 72-74 | "Rejection of Vocational Interest Areas by High School Students" | Shoemaker, Wilfred |
| | 8 | 1959 | 12-14 | "Keeping a Record of Your Counseling Efforts" | Utter, Lou |
| | 8 | 1959 | 217-221 | "The More Able Student Described and Rated" | Bubler, Ernest and Guirl, Eugene |
| | 8 | 1960 | 171-172 | "A Three-Way Occupational File" | Frank, Robert L. and Patten, Billy B. |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|--------------------------------------|--------|------|---------|---|-------------------------------------|
| Magazine | Volume | Year | Pages | | |
| <u>Vocational Guidance Quarterly</u> | 8 | 1960 | 9-12 | "Test Profiles Are for Counselors" | Gyphers, Norman |
| | 8 | 1960 | 84-86 | "Renovating An Occupational Inform" | Hoppock, Robert and Margaret |
| | 8 | 1960 | 136-137 | "The Homeroom: Don't Throw It Out--Make It Work" | Staker, James E. |
| | 8 | 1960 | 28-30 | "The Agency" | Stroup, Herbert |
| | 8 | 1960 | 12-16 | "The Face of the Guidance Program" | Utter, Lou |
| | 8 | 1960 | 223-225 | "Homeroom Guidance: Perrenial Patchwork" | Vontress, Clement |
| | 8 | 1960 | 3-6 | "Give Your Board The Big Picture" | Walker, Robert M. and Dimengo, Carl |
| | 9 | 1961 | 193-195 | "A Careers Class With A Special Mission" | Leonard, George E. |
| | | | | "The Science Fair, A Vocational Guidance Opportunity" | Mussleman, D. L. and Willig, L. A. |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|--------------------------------------|--------|------|---------|--|---|
| Magazine | Volume | Year | Pages | | |
| <u>Vocational Guidance Quarterly</u> | 10 | 1961 | 45-48 | "Occupations Course Evaluated Eight Years Later" | Rubinfeld, William and Hoppock, Robert |
| | 10 | 1962 | 223-225 | "Use of the Concept Mastery Test in Study of Superior Students" | Camp, William L. and Rothney, W. M. |
| | 11 | 1962 | 61-63 | "Special Treatment for Slow Learning Students" | Schuett, Betty |
| | 11 | 1962 | 35-40 | "Measured Abilities and Inventoried Interests of Ninth Grade Boys" | Springob, H. Karl and Jackson, Clifton |
| | 11 | 1962 | 35-36 | "Vocational Interviews by Lay Resource Persons" | Vineyard, Edwin and Brobst, Harry K. |
| | 11 | 1963 | 199-201 | "Guidance for Superior Students: Some Problems" | Hoedt, Kenneth C., and Rothney, John W. |
| | 11 | 1963 | 202-203 | "The Influence of An Exploratory Shop Course" | Kaizkowski, Henry and Clifford, George |
| | 11 | 1963 | 57-60 | "Vocational Planning Sessions" | Poppel, Norman |
| | 11 | 1963 | 96-98 | "Keeping Current On Occupational Information" | Scherim, Rose and Kirk, Barbara A. |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|--------------------------------------|--------|------|---------|--|---|
| Magazine | Volume | Year | Pages | | |
| <u>Vocational Guidance Quarterly</u> | 12 | 1963 | 134-137 | "Operation Diploma" | Fitzgerald, Paul W. and Perry, William |
| | 12 | 1963 | 141-144 | "Improving Test Interpretation Through Films" | Needham, John, Stodola, Quentin, and Brown, Darine S. |
| | 12 | 1963 | 99-103 | "Summer Activities for Students" | Poppel, Norman |
| | 12 | 1964 | 127-132 | "New Program for Drop-Outs" | Slatkin, Herman |
| | 12 | 1964 | 1-9 | "A Developmental Approach to Vocational Guidance: Recent Theory and Results" | Super, Donald |
| | 13 | 1964 | 63-65 | "The General Aptitude Test Battery: Its Availability and Use" | Culhane, Margaret |
| | 13 | 1964 | 45-49 | "Work Activity Programs for Delinquents" | Jones, Nathaniel |
| | 13 | 1964 | 275-277 | "Using Occupational Information With the Handicapped" | Sinick, Daniel |

TABLE 1--Continued

| SOURCE | | | | Articles | Authors |
|--------------------------------------|--------|------|-------|--|----------------------|
| Magazine | Volume | Year | Pages | | |
| <u>Vocational Guidance Quarterly</u> | 13 | 1964 | 11-17 | "The 'Demise' of Vocational Guidance" | Williamson, E. G. |
| | 13 | 1964 | 50-52 | "The Role of Counseling and Training in the War on Unemployment and Poverty" | Wolfhein, Seymour L. |

the ten year period under consideration. Articles are to be found representing every year from 1955 to 1964. From the Bulletin of the National Association of Secondary School Principals came 86 of the articles, from the Personnel and Guidance Journal, 97, and from the Vocational Guidance Quarterly, 75. Authors contributing to the articles, some of whom contributed more than one article and some who collaborated with others in writing the articles, totaled 302.

Tables 2, 3, and 4 show frequency distributions of guidance activities educational, vocational and personal in nature, respectively, and the total frequency mention of each activity.

In Table 5 is found a list of all the activities described and set down in the three tables devoted to educational, vocational, and personal guidance activities. This table, however, differs from the preceding ones in that the frequency number is set down in its time and place column, that is, a column signifying in which journal and in what year, 1955, 1960, or 1964 that activity was mentioned. This step was included in the study, as already explained in Chapter I, for the sake of setting up a comparison of guidance activities over the past ten years, to determine whether any variances have occurred over the course of years, whether one or more of the activities have arisen out of the needs of the times, or whether or not an occasional activity has disappeared or become obsolete in the course of time.

To the writer, this step seems to be one of the most revealing of the entire study, and one which in its results is most open to speculation.

In interpreting Tables 3, 4, and 5, comment will be devoted primarily to activities registering significantly high frequencies. Effort is made

to draw on the literature used in the study in order to explain the reasons for certain activities as far as the limited data of the study allow.

Frequency of Guidance Activities Educational in Nature
As Evidenced in Selected Educational Literature
From January 1955 to December 1964

Identifying, guiding and counseling talented youth.---It becomes evident from Table 2 that the educational guidance activity with the highest frequency mention (55) of all activities is that of identifying, guiding and counseling, and making provisions for talented students. This very well conforms with the fact that since World War II, the need to provide for the education of the superior high school student has taken on added significance. The growing shortage of trained personnel in many fields of endeavor has become a matter of concern to educators and to leaders in science and industry. Much attention has been given recently to more effective realization of human potentialities and better utilization of these resources. Reports of the Engineering Manpower Commission, the National Manpower Council, the U. S. Office of Education, and the conference on Nation-Wide Problems in Science Teaching in Secondary Schools have indicated the need for better identification and more effective guidance of superior students.¹

Shertzer points out that identification, guidance and motivation of secondary school boys and girls whose ability or performance or both place them in the upper quarter of the population are concerns of critical importance in today's competitive world. Numerous studies have documented the fact that these students- capable of pursuing education

¹Paul A. Witty and Samuel W. Bloom, "The Education of the Superior High School Student," The Bulletin of the National Association of Secondary School Principals, XXXIX (1956), p. 15.

beyond high school- fail to do so. The unnecessary misuse of such ability and the discouraging of efforts to attain excellence- caused by inadequate attention to the problems of finding, providing for, and encouraging superior and talented students- are tragedies for both the individual and society. Recent political and economic developments have caused educators to think with renewed vigor about the education of the talented youth in our society. Education of talented youth is at the crossroads. Modern thinking, particularly in the field of educational psychology and sociology, has generated an intellectual revolution.¹

Scheduling tests and inventories.---Next in importance with a frequency count of 47 is the activity of scheduling a program of test and inventories.

There are some who, according to Bowles, view guidance as a matter of tests. This view is based on the fact that tests are measures which are designed to be independent of school work and personal judgment. Logically, therefore, test results should present a view of the individual's abilities and potentials as they really are, and enough test results should build up into a presentation of the total individual which will be so complete as to amount virtually to automatic indication of his future course. Bowles says further that tests do reveal information that school records do not, and they can be used as a kind of extrapersonal judgement. Cumulatively they show trends in the development and growth of individuals, and applied to groups they give a measure of group performance that is not easily obtainable by any other method. Because of these virtues they have

¹Bruce Shertzer, Working With Superior Students: Theories And Practices (Chicago: Science Research Associates, 1960), p. v.

come into great popularity, so much so that they are now being used, possibly overused, for just about everything.¹

Developments in the use of tests also in industry and in institutions of higher learning have also contributed to the fact that tests and measurement have taken on a greater meaning.

Wallace, in 1955, tells us that tests have become meaningful because of the increased use of their results. Schools are providing a more comprehensive testing program which makes it necessary for qualified guidance personnel to interpret the scores to the students, teachers, administrators, and parents. The trend is away from giving a few isolated tests whose records are zealously guarded or never understood to a comprehensive program that presents in integrated and objective appraisal of the students' ability, achievement, and interest patterns. Such profiles, explained individually, assist the parents and the teacher in better understanding the student. This tends to place the student's responsibility for decisions on a more objective basis.²

Concern, however, has been growing about the effective utilization of test data by counselors, teachers, and other personnel using tests. Although millions of tests are given each year in the schools of the country, there is evidence that a majority of classroom teachers are not prepared to use the results effectively. Several approaches, however, have been suggested for tackling this problem including (1) the use of manuals

¹Frank H. Bowles, "The Nature of Guidance," Personnel and Guidance Journal, XLII (1963) p. 113.

²J. T. Wallace, "What Are the Present Trends in Guidance Activities in the High School?" The Bulletin of the National Association of Secondary School Principals, XXXIX (1955), p. 224.

written specifically for test users, (2) case study discussions led by guidance counselors, (3) making available appropriately written references, and (4) providing short courses.¹

Making provisions for students with special needs.--With a frequency count of 18, the activity of making provisions for and guiding and counseling students with special needs indicates that administrators have become increasingly aware of the fact that our high school population has rapidly changed from the presumably academically inclined group of a few generations ago to a much more diversified group, among which are those who are subnormal. These are the pupils who fall from 50 to approximately 75 to 80 on the I.G. scale and whose mental ages are approximately one half to three quarters of their chronological ages. In former years mentally retarded youth were not eligible to attend high schools because they could neither meet entrance requirements, nor satisfactorily complete traditional course requirements. These pupils are now enrolled in secondary schools which is an indication that it is possible to develop programs commensurate with their abilities. Through the provision of special education and guidance services their needs are being met.

Included in this group of students with special needs are the handicapped. Dunn, in 1955, cited that high schools, as never before are endeavoring to attain the American ideal of a free secondary education for all youth. The resulting increase in high school enrollment, accompanied by the ever-increasing range of individual differences among pupils, has

¹William Coleman, "Assisting Teachers in Using Test Results," Personnel and Guidance Journal, XXXVI (1957), p. 38.

created challenging problems for administrators. These problems take on new meanings as high schools attempt increasingly to extend services to handicapped, as well as gifted, pupils. Many superintendents and principals have found regular high school personnel, curriculum, and housing unsuited to many pupils with unusual mental and physical characteristics.¹

While much has been accomplished during the past decade in high school adjustments for these exceptional youth, Dunn adds, a great deal remains to be done. There are few if any high school districts in the United States which do not have a number of teenagers with severe crippling conditions, with vision or hearing losses, with extremely high or low intellectual capacities, and with social or emotional problems.²

Utilizing community resources.--Most authors seem to agree relative to the importance of utilizing out-of-school resources and agencies to support the school's guidance program (14). This activity as suggested by Jones has arisen in prominence due to an increasing knowledge of pupil development whereby utilization of more specialists and community agencies has been seen to be necessary for optimum growth and development of each pupil. It is admitted that the administration and teaching personnel of many schools are becoming increasingly aware of the fact that there are more problems in the instructional line that do not stand in isolation but interact with the personal problems of students, and that there are problems in the development of the individual which they are not

¹Lloyd M. Dunn, "The Exceptional Pupil-A Challenge to Secondary Education," The Bulletin of the National Association of Secondary School Principals, XXXIX (1955), p. 3.

²Ibid.

meeting and are looking for help from persons with special training, or to agencies offering the proper facilities.¹

Obtaining faculty cooperation.--Greatly accounting for the activity involving the faculty actively cooperating in the school's guidance activities, (15), is the recognition that has been growing in these past years of the need of the cooperation of the teaching staff in guidance work and the acceptance of the fact that guidance services provide a means whereby the aims of education may be realized, and that guidance services are a part of the total educational program.

Perhaps another contributing factor to the emphasis placed on this activity is the increasing enrollments in our schools, calling for more pupil services of every nature.

Another reason may lie in the fact that the tendency has been away from the segmented approach in analysis of the individual and his needs, toward the integrated point of view, that is, considering the child as a whole, where each aspect of his nature and his problems is definitely related to every other part. This calls for an active participation in guidance activities by all concerned with the development of the child. As Ruth Strang puts it, if we are going to help every pupil discover his verbal, scientific, artistic and social potentialities, everyone in the school must contribute.²

¹Nathaniel Jones, "Work Activity Programs for Delinquents," Vocational Guidance Quarterly, XIII (1964) p. 46.

²Ruth Strang, and A. I. Oliver, "Talented Youth in the Comprehensive High School," The Bulletin of the National Association of Secondary School Principals, XXXIX (1955) p. 289.

Providing differentiated courses and procedures.--Allowing for differentiation or flexibility of curricular courses, and teaching procedures to provide for individual differences shows a frequency of 11. Through increasing knowledge of pupil development, mentioned earlier, personnel and guidance services have influenced many curriculum changes and additions, making a wider choice and variety possible for the pupil and admitting greater curriculum flexibility. Also likely accountable for this activity's prominence is the tendency of late years, also previously mentioned, away from the segmented point of view toward the integrated point of view toward pupil needs.

Providing for in-service growth.--With a frequency mention of 11 is the opportunity for in-service growth in guidance knowledge for faculty. Teachers trained in basic guidance techniques are essential to a successful guidance program. If teachers have not received this training through formal courses or other means it becomes the responsibility of the administrator and guidance person to fulfill this need through in-service training.¹

Some explanations have already been given in other activities that would also account for the stress shown upon this activity. For instance, there is first the increased school enrollment demanding more pupil services and this even of the school faculty; there is also the regard for guidance generally as an essential part of the educational program; the pupil is coming to be viewed more and more as a whole into whose development the teacher is taken as a vital force, in cooperation with others;

¹Leroy C. Olsen, "In-Service Guidance Training," The Bulletin of the National Association of Secondary School Principals, XLVII (1963), p. 80.

of some effect also is the fact that guidance has been developing as a profession, and the demand for well-trained guidance personnel at colleges and secondary levels is increasing to a degree that institutions of higher learning must meet the demand with not only preservice training, but also in-service-on-the-job training programs.

Olsen suggests that training start with problems which the faculty considers important and of concern to them. Also, the program should consider the interests of teachers and be planned carefully so that participants receive maximum benefits. It would be helpful to analyze the backgrounds of those for whom the program is intended, in order that procedures will be consistent with their abilities and present stage of development and training. Then staff members should be allowed to assume as much responsibility as is consistent with their ability.¹

Identifying and preventing dropouts.---Identifying and preventing dropouts, with a frequency mention of 15, has been a persistent concern of the school throughout the years. The introduction of a comprehensive guidance, or counseling program, according to Tesseneer, has brought about a great reduction of dropouts in some schools. Such a program should assist pupils to become oriented to the school, its activities, resources and regulations. A major objective of the program is to guide boys and girls into curricula for which they are especially suited. This procedure insures that more pupils will capitalize on their natural interests and abilities by preparing for occupations in which they are most likely to succeed.²

¹Ibid.

²R. A. and L. M. Tesseneer, "Review of Literature on School Dropouts," The Bulletin of the National Association of Secondary School Principals, XLII (1958), p. 144.

TABLE 2

FREQUENCY DISTRIBUTION OF GUIDANCE ACTIVITIES EDUCATIONAL IN NATURE
AS EVIDENCED IN SELECTED EDUCATIONAL LITERATURE
FROM JANUARY 1955 TO DECEMBER 1964

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|--|---|---|---|-------|
| Scheduling a program of tests and inventories | 9 | 36 | 2 | 47 |
| The maintaining and using of cumulative records by counselors and teachers | 5 | 5 | 3 | 13 |
| Interpreting guidance record data to pupils | 2 | 6 | 4 | 12 |
| Employing test profiles, projective techniques | 1 | 4 | 2 | 7 |
| Emphasizing study habits and attitudes for educational success | | 5 | | 5 |
| Building of cumulative records to help youngsters grow in positive direction | | 2 | 1 | 3 |
| Keeping records of counseling efforts | | 1 | 1 | 2 |
| Making behavior descriptions | | 1 | | 1 |
| Pursuing periods studies of all graduates and drop-outs | 5 | 3 | 4 | 12 |
| Identification and prevention of drop-outs | 6 | 4 | 2 | 12 |

TABLE 2--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|--|---|---|---|-------|
| Using information of fol- low-up data to improve edu- cational guidance services | 2 | 2 | | 4 |
| Providing counseling and guidance services for out- of-school youth | 2 | 2 | | 4 |
| Multiple period classes for educational development and discussion of educational plans | 1 | 2 | | 3 |
| Emphasis on identifying, mak- ing provisions for, guiding and counseling of talented students | 46 | 7 | 2 | 55 |
| Evaluation of curricular offerings in terms of abilities, aspirations and interests | 5 | 1 | | 6 |
| Providing counsel concern- ing the academic load in which a student can enroll | | 1 | | 1 |
| Multiple counseling | 5 | 3 | | 8 |
| Encouraging talented stu- dents who need aid to apply to a wide variety of sources for scholarship assistance | 3 | 1 | | 4 |
| Utilizing out-of-school re- sources and agencies to sup- port educational guidance | 4 | 7 | 3 | 14 |

TABLE 2--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|--|---|---|---|-------|
| A faculty actively co-operating in the school's educational guidance activities | 6 | 4 | 5 | 15 |
| Cooperating with the school's community in whatever pertains to guidance activities | 3 | 1 | 2 | 6 |
| Providing for individual pupil counseling in school | 4 | 2 | 3 | 9 |
| A school administration actively supporting its pupil guidance work | 4 | 2 | | 6 |
| Allowing for differentiation or flexibility of curricula, courses, and teaching procedures to provide for individual differences | 5 | 6 | | 11 |
| Providing opportunity for in-service growth in guidance knowledge for the faculty | 4 | 7 | | 11 |
| Use of classroom teachers to conduct: homeroom guidance sessions | 6 | 7 | 1 | 14 |
| Individual and group test interpretation | 4 | 3 | 1 | 8 |
| Course of study planning | 4 | 1 | 1 | 6 |

TABLE 2--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|--|---|---|---|-------|
| Reconstructing discipline through the adoption of counseling methods | 2 | 1 | | 3 |
| Use of student handbooks | 2 | 1 | | 3 |
| Use of reading test results in counseling | 2 | 3 | 2 | 7 |
| Making provisions for extra curricular activities | 4 | | | 4 |
| Supplementary curricular offerings with summer courses as enrichment for the gifted | 3 | 2 | 1 | 6 |
| Holding group discussions of commonly arising educational guidance problems of pupils | | 3 | 1 | 4 |
| Utilizing the homeroom as an activity unit for educational guidance and information | 4 | 2 | | 6 |
| Individual counseling as to a pupil's program of studies, choice of courses and the like | 1 | 1 | 1 | 3 |
| Gathering and keeping up-to-date a file of educational information | | 1 | 1 | 2 |
| Having career days and related types of activities | 1 | 2 | 6 | 9 |

TABLE 2--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|--|---|---|---|-------|
| Group counseling as to a program of studies, choice of courses and the like | | 1 | 1 | 2 |
| Organizing an annual "College Day" | | 2 | | 2 |
| Employing audio-visual aids for dissemination of educational infor- mation | 4 | 3 | | 7 |
| Group guidance for college- bound students | | 1 | 1 | 2 |
| Channeling of students with high scores on tests of academic aptitudes into path leading to college | 4 | 2 | 1 | 7 |
| Use of tape recordings in interviews | 1 | 1 | 1 | 3 |
| Classroom visitation to determine role of coun- selor as perceived by students | | 1 | | 1 |
| Consultant services in areas such as remedial reading, psychology, health, speech and hearing | 4 | 3 | | 7 |
| Counseling students about choice of college or of college curriculum | 1 | | | 1 |
| Emphasis on gifted under- achievers and self-concept | 2 | 3 | | 5 |

TABLE 2--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|---|---|---|---|-------|
| Pre-counseling orientation | 2 | 4 | 1 | 7 |
| Helping parents in understanding their children's problems and how they can help in their intellectual and social development | 3 | 2 | 1 | 6 |
| Activities geared toward prevention of drop-outs | 3 | 1 | 2 | 6 |
| Making provisions for guiding and counseling students with special needs: the mentally retarded, etc. | 16 | 2 | | 18 |
| Publicizing guidance services through the school and local papers | 2 | 1 | 1 | 4 |
| Use of attractive bulletin boards and displays | | 3 | 3 | 6 |
| Summer activities for students | 1 | 1 | 1 | 3 |
| Guidance services for high school drop-outs attending evening adult programs | 1 | 2 | | 3 |
| Curriculum Improvement Through action Research | 2 | 2 | | 4 |
| Counselor as public relations person for school | 5 | | | 5 |
| Emphasis on educationally disadvantaged and under-achievers | 6 | 3 | | 9 |

TABLE 2--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|--|---|---|---|-------|
| Providing the pupil with financial counseling as to his future college plans | 3 | | | 3 |
| Parent-pupil-counselor conferences | 3 | 2 | 3 | 8 |
| Curriculum improvement through research | 6 | | | 6 |
| Dissemination of guidance information using data-processing equipment | | 3 | | 3 |

Frequency of Guidance Activities Vocational in Nature As
Evidenced in Selected Educational Literature From
January 1955 to December 1964

The introduction pointed out that certain guidance activities were found to be common to all three guidance areas treated in the thesis, hence the repetition in Table 3 as well as in Table 4 of activities already contained in the preceding table on educational guidance activities.

Comments on activities in Table 3 will be restricted to those activities not already commented on in the foregoing table unless an activity reveals need for interpretation peculiar to the vocational guidance field.

As in the case in educational guidance identifying the gifted and assisting them to derive optimal benefits from the school program (26),

scheduling a program of tests and inventories (28), providing for the low ability group (27) and utilizing out-of-school resources and agencies to support the school's guidance program appeared in vocational guidance activities.

Community resources are recognized as vital to the school program. No where is this more evident than in the world of work. Change is one of the most fundamental characteristics of the American labor market. Patterns of employment- the distribution of workers among industries and occupations- are constantly shifting owing to a great complex of economic, technological, political, and social factors. In light of this the Secretary of Labor in 1956 urged counselors to continue to find out more about skilled manpower requirements in their respective communities by establishing and maintaining closer contact with state employment services, community planning groups, employers, and unions.¹

Here again the rapid change in industry, business and professions have necessitated concentration of efforts at information on occupations more local to the pupil concerned and into which he is more likely to find entrance later on in life.

Another activity which is common to educational and vocational guidance is providing for persons of low ability. Schreiber states that the plight of the less able slow learner to achieve meaningful adulthood through his role as a worker becomes more serious and grave as industry becomes more automated and more complex. Unemployment falls heaviest on the less educated. There is a high correlation- almost a universal law

¹James P. Mitchell, "Vocational Guidance and Skills of the Work Force," Personnel and Guidance Journal, XXXV (1956) p. 4.

between employability and the number of years of schooling; and this holds true whether or not the demand for workers is great or small. Schreiber points out further that secondary school programs for the low ability group which have proved successful have as their objectives:

1. To instill a good self-image in the individual
2. To guide each pupil to a better understanding of himself and his capabilities
3. To improve his understanding of the ways in which he can better relate to his peers and to those who represent authority, i.e., his employer
4. To provide direct experience with work so that the attitudes and habits needed by effective workers can be developed
5. To develop a curriculum which will permit him to attain minimum levels of educational and vocational skills
6. To educate him to be a functioning, participating, and contributing citizen¹

Using occupational and related information.--Although courses in occupational and related information are frequently mentioned (14), a definite trend is noted away from the use of counselors to the use of teachers as those responsible for the dissemination of occupational information through units in separate courses (18).

The stress that guidance authors place upon the activity of gathering together and keeping up to date a file of occupational information (13) is very likely due to the vast amount of research carried on in the last decade that has resulted in new developments in the vocational field. The rapid changes that have taken place in professions, business

¹Daniel Schreiber, "The Low Ability Group and the World of Automation," The Bulletin of the National Association of Secondary Principals, XLVIII (1964), p. 75.

and industry have also done their part to emphasize the necessity of such information. Moreover, in the past ten years there has been a steady increase in the availability as well as use of better resources of occupational information.

Relating personality characteristics to job requirements.---Frequent mention has been made also of the activity of informing the pupil of job personality traits; job requirements as to personal and social adjustment (13). Emphasis in this direction may very well have arisen from a growing consciousness among guidance experts of the relation of personality factors to problems of vocational guidance. From what has been more an individualistic aspect in vocational guidance, authorities would turn to the more social aspects of this area, especially interpersonal relations, so as to guide individuals into occupations in which they will feel that they are socially useful. Mention is made, too, of employment of vocational psychology as major source of theory, methods and tools for vocational guidance (9).

Utilizing automation.---Another interesting and relatively new aspect of guidance activities in secondary schools is that of emphasizing automation in counseling, occupational courses and units, and in courses in math and science (10). Counseling and guidance, as well as every other facet of American education is directly or indirectly affected by the impact of automation. As one wag has defined it, "Automation is a system where electronic devices act just like human beings by doing things without any intelligence!" Its development will effect extensive changes in orientation- articulation, individual or cumulative record keeping, test scoring, scheduling and programming, admission procedures

to special or exceptional classes, dissemination of scholarship and loan information, educational institution and vocational exploration, job placement, directive and non-directive counseling, inservice training, handling dropouts, employment, personal well-being, value systems, and leisure time. A massive challenge confronts guidance- how to reach all individuals in an increasing school population which is expected to double in the sixties. Demands for guidance will reach prodigious proportions and automated aids will have to be employed during this mass education period.¹

TABLE 3

FREQUENCY DISTRIBUTION OF GUIDANCE ACTIVITIES VOCATIONAL IN NATURE
AS EVIDENCED IN SELECTED EDUCATIONAL LITERATURE
FROM JANUARY 1955 to DECEMBER 1964

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|---|---|---|---|-------|
| Scheduling a program of tests and inventories, including intelligence, achievement, aptitudes, interests, and personality | 7 | 11 | 10 | 28 |
| The maintaining and using of cumulative records by counselors and teachers | 3 | 2 | 2 | 7 |
| Interpreting guidance record data to pupils (use of profiles, etc.) | | 1 | 1 | 2 |

¹ Robert R. Morman, "Automation, Dropouts, and Guidance," The Bulletin of the National Association of Secondary School Principals, XLVII (1964), p. 86.

TABLE 3--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|---|---|---|---|-------|
| Informing the pupil of job personality traits, job requirements as to personal and social ad- justment | 3 | 5 | 5 | 13 |
| Providing courses in occupational and re- lated information | | 9 | 5 | 14 |
| Organizing a school work- study program | | 1 | 2 | 3 |
| Talks by people in dif- ferent occupations (use of community resources | 2 | 2 | 3 | 7 |
| Visits to businesses and industries | | 4 | 2 | 6 |
| Work-Experience program under supervision | 2 | 3 | 3 | 8 |
| Group Guidance activities | 1 | 3 | 5 | 9 |
| Occupational units | 6 | 6 | 6 | 18 |
| Use of teachers in dissemi- nation of occupational in- formation | 6 | 6 | 6 | 18 |
| Providing for individual pupil counseling | 4 | 2 | 2 | 8 |
| Establishing and maintain- ing close contact with local and state employment services, community plann- ing groups, employers | 3 | 5 | 9 | 17 |
| Follow-up studies | 5 | 2 | 2 | 9 |

TABLE 3--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|---|---|---|---|-------|
| Assemblies on occupations | | 2 | 1 | 3 |
| Career days and conferences | | 5 | 3 | 8 |
| Maintaining of comprehensive, up-to-date information on employment opportunities and trends | | 1 | 2 | 3 |
| Use of studies on sociological aspects of specific occupations | | 3 | | 3 |
| Vocational counseling for low ability students | 5 | 2 | 3 | 10 |
| Vocational counseling for the gifted | 5 | 6 | 4 | 15 |
| Promoting pupil self-analysis as to present and potential capacity | | 1 | | 1 |
| Maintaining occupational materials in the library (Facts and fiction) | | 2 | 1 | 3 |
| Use of posters, charts, Bulletin boards | 2 | 1 | 3 | 6 |
| Use of television and radio programs on occupations | | 1 | 3 | 4 |
| Use of school paper in disseminating occupational information | | 1 | 2 | 3 |

TABLE 3--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|--|---|---|---|-------|
| Parent-Pupil-counselor conferences | 3 | 2 | 3 | 8 |
| Use of occupational file taught | | 1 | | 1 |
| Bibliography of vocation- ally oriented books established | | 1 | 1 | 2 |
| Assisting pupils obtain full-time or part-time work | | 1 | 1 | 2 |
| Cooperating with community placement services to ob- tain full-time or part- time jobs for pupils | 1 | 1 | 4 | 6 |
| Use of inventories to measure readiness of vocational plann- ing | | 1 | 1 | 2 |
| Classroom visitation to deter- mine role of counselor as perceived by students | | 1 | | 1 |
| Use of tape recorders in interviews | | 1 | 2 | 3 |
| Use of case histories in vocational counseling | | 1 | 1 | 2 |
| Use of films and film- strips on occupations | | 1 | 9 | 10 |
| Use of television programs in publicizing guidance services | 4 | 1 | 1 | 6 |

TABLE 3--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|--|---|---|---|-------|
| Improving orientation of youth for military service | 2 | 1 | 2 | 5 |
| Making referrals in vo- cational counseling | | | 1 | 1 |
| Emphasizing automation in counseling occupational courses and units, and courses in math and science | 6 | 2 | 2 | 10 |
| Use of library in seeking occupational information | 2 | 1 | 1 | 4 |
| Counselor helping student to verify and clarify occu- pational information gained in library research | | | 1 | 1 |
| Counselor helping student to evaluate occupational in- formation in the light of his interest, aptitudes and personality traits | 1 | 3 | 4 | 8 |
| Providing for the mentally retarded | 15 | 1 | 4 | 27 |
| Community groups supporting school in their efforts to adapt their programs to the individual needs of pupils as a means to reduce drop-outs | 4 | 3 | 2 | 9 |
| Identifying the gifted and assisting them to derive optimal benefits from the school program | 18 | 2 | 6 | 26 |
| Precounseling orientation | 2 | | 3 | 5 |

TABLE 3--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|--|---|---|---|-------|
| Vocational counseling as a preventive of drop-out and identification of drop-outs | 5 | | 4 | 9 |
| Keeping a record of coun- seling efforts | | | 1 | 1 |
| Career display: use of pictures, charts, models, films, and demonstrations | 2 | 1 | 2 | 5 |
| Vocational guidance activi- ties through homeroom | 6 | | 2 | 8 |
| Use of the autobiography in vocational counseling | | | 1 | 1 |
| Identifying pupil charac- teristics by "flagging" the files as an aid in providing optimum services for pupils, parents, and teachers | 2 | | 1 | 3 |
| Dissemination of infor- mation through science fairs | | | 1 | 1 |
| Counselor talks to youth groups outside of school | 4 | 2 | 1 | 7 |
| Summer activities for stu- dents (workshops, etc.) | 2 | | 1 | 3 |
| Guidance services for high school drop-outs attending evening adult programs | 1 | | 3 | 4 |

TABLE 3 - Continued

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|---|---|---|---|-------|
| Utilizing out-of-school re- sources and agencies to sup- port the school's guidance program | 1 | 1 | 1 | 3 |
| Faculty actively cooperating in the school's guidance activities | 1 | 1 | 1 | 3 |
| Conducting of informal group activities and discussions | | 2 | 2 | 4 |
| Gathering together and keeping up-to-date a file of occupa- tional information | 2 | 4 | 7 | 13 |
| Making community surveys | 4 | 3 | 2 | 9 |
| Use of job descriptions and job analyses | | 1 | 2 | 3 |
| Employment of vocational psychol- ogy as major source of theory, methods and tools for vocational guidance | 2 | 3 | 3 | 8 |
| Cooperating with community agen- cies in prevention of delinquency (work-activity programs) | 2 | 1 | 2 | 5 |
| Group and individual counseling in conjunction with war on un- employment and poverty | 2 | 1 | 1 | 4 |
| Using occupational information with the physically handicapped (providing for exceptional children) | 1 | 3 | 2 | 6 |
| Providing special opportunities for the gifted | 2 | 2 | 1 | 5 |

Frequency of Guidance Activities Personal in Nature As
Evidenced in Selected Educational Literature From
January 1955 to December 1964

There appears to be a scarcity of articles written on personal activities, per se; however, as was forestated, certain activities already mentioned and commented on under educational guidance activities are common to and implicit in all three areas of guidance here treated. This, again brings to bear the tendency to regard the pupil as a whole and to view each aspect of his nature and his problems as definitely related to every other part, the tendency away from the segmented approach toward the integrated point of view.

Of interesting significance, however, in this area are the mention of activities of multiple counseling in personal guidance (8), the use of the homeroom in discussing personal problems (7), providing for extra-curricular activities (12), identifying and counseling dropouts (8), and helping parents in understanding their children's problems and how they can help in their social development (8).

Utilizing group procedures.---In recent years, the concept that counseling must be a one-to-one relationship has been challenged. One who has led in this respect is Froehlich, who, according to Wright, asserts that as long as the process has the same objective of individual counseling and attempts to achieve these objectives it can be called counseling. The objectives of counseling, whether individual or group, Froehlich sees as being essentially to assist the individual in the following: (1) evaluation of himself, or gaining knowledge necessary for wise choices - i.e., learning; (2) decision making and self-direction - or growth in the ability to make wise decisions and be responsible; and (3) carrying through of

learning to action - i.e., changed behavior; with these objectives for counseling in mind, Froehlich originated the term "multiple counseling" to describe a situation in which the counselor counsels with more than one individual at a time, but each on a coordinate basis. In other words, multiple counseling, thus conceived, is concerned with helping each counselee make individual decisions within a group situation.¹

The term "multiple counseling" says Wright, fulfills several needs for counselors who believe that effective counseling can and does take place in group settings. (1) It provides for a broader concept of the conditions under which counseling principles are operative. (2) It avoids, to some degree, the semantics problem felt by those who cannot accept the term "group counseling," "group procedures in counseling," "group therapy," etc. While the process of multiple counseling differs somewhat from teaching and group guidance (with their emphasis on the imparting of facts) and from group psychotherapy (with its emphasis on treatment), the multiple counselor may at times "teach" (impart facts), and he may at times aid the individual to understand and objectify his emotions (do therapy). Three unique characteristics of multiple counseling which help make it effective in personal guidance are, (1) All members of the group have a common problem, (2) All of the members identify with this common element which has real meaning for them, and (3) A permissive atmosphere favors free expression.²

¹E. Wayne Wright, "Multiple Counseling: Why? When? How?" Personnel and Guidance Journal, XXXVIII (1959), p. 553.

²Ibid.

Promoting the use of the homeroom.--Pry cites the homeroom as having originated as a necessary administrative device. When the school became too large for the principal to meet the pupils, the student body split up into groups of classroom size, and most of the teachers were assigned one of these groups. An early description of the homeroom depicts the teacher as keeping the record of pupil attendance, copying academic records, disseminating school notices and general information, keeping the records of textbooks and supplies distributed to pupils, being responsible for the discipline of the pupils of the homeroom, and counseling pupils concerning their election of studies. Although the homeroom was mostly an administrative convenience, a means of making administrative policy felt by all pupils, the last-named category of duties of the teachers is plainly in the field of guidance.¹

Long sees as the purpose of the homeroom guidance program providing the students with activities and experiences upon which they can presently and in the future make intelligent, worthwhile choices and proper adjustments to school and life situations. The program is intended to help meet the needs which are common to all students, to bring about a greater understanding of their problems, and to aid them in becoming progressively more self-directed.²

Providing for student activities.--Graham speaks of the current state of student activities. She says that in recent decades activity

¹Harry C. Pry, "The Homeroom Teacher's Responsibility for Curricular Guidance," The Bulletin of the National Association of Secondary School Principals, XLIII (1959), p. 19.

²J. R. Long, "Guidance: A Coordinated Plan," The Bulletin of the National Association of Secondary School Principals, XLV (1961), p. 50.

programs have gained in status because college directors of admission, even in prestige schools, give preference to applicants who have not only good academic records but also good records of participation in activities. Employers, too, are sometimes interested in the activity records of prospective employees. Perhaps of greater influence than that of college admissions officers and employers is the support given by most middle-class parents to student activities. While they complain about the time the activities take, they urge their young to participate because they are convinced that learning "to get along with others" is equally as important as academic learning.¹

Reducing or preventing dropouts.--As forestated under educational activities, a major concern about dropouts has persisted within secondary schools. Murk comments that when we see the many youths who annually turn their backs to school buildings that cost millions, to teachers who have invested a large part of their lives in their profession and on educational materials superior to those which have been available at any other time, educators and communities have reason for concern.²

The seriousness of pupils dropping out is well-recognized by school personnel. This is evidenced by the literature which relates previous research studies on the dropout problem. These studies have been helpful in pointing out the importance of the emotional factor in understanding these youth. They have also shown the necessity of every community

¹Grace Graham, "Student Activities: An Overview and Rationale," The Bulletin of the National Association of Secondary School Principals, XLVIII (1964), p. 1.

²Virgil Murk, "A Follow-up Study on Students Who Drop Out," The Bulletin of the National Association of Secondary School Principals, XLIV (1960), p. 72.

mobilizing its own resources to deal more effectively with the problem.¹

Tesseneer points out that the guidance director or counselor may help pupils with personal problems which have often proved to result in dropout, or in finding a part-time job, and possibly the pupil can even be helped with some home or family problems. Often, a pupil needs no more than the encouragement and friendship which the guidance counselor or director may give.²

Those of us who have worked with adolescents, Cuony reminds us, recognize that this period, especially early adolescence, is a period when the youngster appears to act like an adult one day and then in a very child-like manner the next. It is during these years that boys and girls are beginning to concentrate on the business of becoming adults and putting away childish things. The period of early adolescence is a period of transition; therefore, it is only natural to expect a great deal of confusion and uncertainty on the part of those going through this period of transition. The wavering between adult behavior and childish behavior is an expression of a very real attempt to establish their independence, trying out the unknown and then returning to the security of the old habits they had during childhood.³

The adolescent, however, is not the only one who is a variable person. Parents themselves change attitudes. They sometimes look at their

¹Ibid.

²Tesseneer, op. cit.

³Ibid.

TABLE 4

FREQUENCY DISTRIBUTION OF GUIDANCE ACTIVITIES PERSONAL IN NATURE
AS EVIDENCED IN SELECTED EDUCATIONAL LITERATURE
FROM JANUARY 1955 TO DECEMBER 1964

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|---|---|---|---|-------|
| Scheduling a program of tests and inventories | 6 | 3 | 1 | 10 |
| Maintaining and using cumulative guidance records | 2 | 2 | 2 | 6 |
| Making use of check-lists | | 1 | | 1 |
| Maintaining anecdotal records | 2 | 1 | | 3 |
| Maintaining contact with community agencies | 1 | 6 | | 7 |
| Utilizing community re- sources | 1 | 3 | | 4 |
| Use of student handbooks | | 2 | | 2 |
| Use of teacher-counselors in personal problems | | 1 | | 1 |
| Informal group discussions of personal problems (mul- tiple counseling) | 3 | 5 | | 8 |
| Referrals by teachers of special problems | | 2 | | 2 |
| Making use of behavior descriptions | 1 | 4 | | 5 |
| Provision for courses in family life and family living | | 1 | | 1 |

TABLE 4--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|--|---|---|---|-------|
| Group guidance classes | | 1 | | 1 |
| Use of full-time coun- selors to coordinate homeroom sessions | 3 | 1 | | 4 |
| Classroom visitation to determine role of coun- selor as perceived by students | | 1 | | 1 |
| Use of tape recorders in interviews | | 2 | | 2 |
| Consultant services in areas such as remedial reading, psychology, health, speech and hear- ing | 1 | 1 | | 2 |
| Use of audio-visual aids in personal guid- ance | | | | |
| Helping parents in un- derstanding of their children's problems and how they can help in their social develop- ment | 4 | 3 | 1 | 8 |
| Social placement for mentally retarded | 1 | 1 | | 2 |
| Use of handbook for dis- cipline | 1 | | | 1 |
| Social adjustment classes | 1 | | | 1 |

TABLE 4--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | Personnel and Guidance Journal | National Vocational Guidance Quarterly | Total |
|---|---|---|---|-------|
| Use of the homeroom in discussing personal problems | 6 | 2 | | 8 |
| Providing parents and students with oppor- tunity to discuss per- sonal problems which may affect their pro- gress | 1 | 1 | | 2 |
| Providing for extra- curricular activities | 7 | 5 | | 12 |
| Identifying and coun- seling drop-outs | 5 | 1 | 2 | 8 |
| Using projective tech- niques | | 1 | | 1 |
| Educating students about the possible uses of counseling services (pre-counseling orien- tation) | 2 | 4 | | 6 |
| Use of attractive, in- formative bulletin boards and displays | | 3 | | 3 |
| Holding teacher-parent or counselor-parent conferences for co- operative guidance | 1 | 1 | | 2 |
| Emphasis on mental health | 5 | 3 | | 8 |

adolescent boy or girl and expect too much; then at the next moment expect too little. The whole process of growing and developing is a complicated one and it is during the period of early adolescence that complications seem to be most severe. Because the parent as well as the adolescent is faced with the problems, he is interested and anxious to secure some help in understanding the growth process of early adolescence.¹

Comparison of Guidance Activities, Educational, Vocational, Personal As Evidenced in Selected Educational Literature in,
1955, 1960, 1964

In the interpretation of Table 5, comments will be confined primarily to those predominant activities (those bearing the highest frequencies), those activities which appear to have come into existence because of the needs of the times and those to which no mention was made during these specific years.

Heading the list is the activity of identifying, making provisions for, guiding and counseling of talented students (36). Nineteen fifty-five and 1960 show the greatest frequency mention with a frequency of 18 in 1960 as compared to 14 in 1955 and only 3 in 1964. The low frequency mention in 1964 is not inferred by the writer, however, that this is a disappearing trend. Perhaps it is felt among writers in the particular selected literature that the talented are being and have been for a number of years well provided for and will continue to be with the great demands of technology, industry, and our changing society.

¹Edward R. Cuony, "Helping Parents Understand Adolescence," The Bulletin of the National Association of Secondary School Principals, XLV (1961), p. 27.

The passage of the National Defense Education Act in 1958 gave voice to the national policy that opportunities be opened to more able students and the point of view that the utilization of those opportunities rests, in large measure, upon the guidance function in education.

Gowan tells us that theoretically and practically, education for the ablest student is best viewed as a natural outcome of good guidance services which stress individualization of education. Yet, because the pupil personnel area has been the last major educational area to develop maturity and status, there is a tendency, even among adherents of education for the gifted, to view guidance as an afterthought. Since the beginnings of the guidance movement some 50 years ago, development in guidance has shown the trends of (1) extending the scope of guidance far beyond vocational concepts to include all aspects of childhood and developmental tasks; (2) proliferating the counselor's tools, especially in testing; and (3) moving toward a more global and clinical analysis of people and their problems.¹

Side by side with these developments, continues Gowan, has come a growing consciousness of the importance of guidance for the gifted. Just as it was once thought that the able needed no curriculum modifications, so it has been said that they are bright enough to find their way unaided by guidance services. What is conveniently forgotten is that the able may have special problems, which it takes individual guidance to handle. Some of these may be:

¹J. C. Gowan, "Organization of Guidance for Gifted Children," Personnel and Guidance Journal, XXIX (1960), p. 275.

1. They may be faced with an embarrassment of riches in trying to make wise occupational and educational choices.
2. There may be problems attendant upon upward social mobility.
3. They may become aware of developmental tasks before they have physical resources to solve them.
4. They may have more need than usual to develop the specialized interests which go with certain professional occupations.
5. There may be problems connected with the lack of adult model figures.¹

Strang agrees that talented youth need help in finding themselves and understanding themselves. She cites what guidance workers can do and are doing in some schools. Counselors in some schools have systematically gone through the pupil personnel records to identify pupils with IQ's over 120 and others who seem to show some special talent. They call in these pupils and their parents if possible, for a conference. In this conference, they discuss the pupil's potentialities in relation to educational and vocational opportunities. After the conference, the counselor sends a memorandum to the pupil's teachers suggesting things they can do to enrich his program within the limits of school conditions. The result of these conferences is to increase the pupil's sense of responsibility for his gifts and to alert parents and teacher to school and

¹Ibid.

community opportunities for their development.¹

This brief description of one program illustrates the role of guidance workers with reference to talented pupils. They aid in their identification; they help the individual to understand himself and to get the experiences he needs in the school and community. They help the parent to avoid the extremes of exploiting their talented children or of denying them the education and encouragement they need. Equally important is the guidance worker's contribution to curriculum modification and to the improvement of school policies. And his concrete suggestions help teachers to meet the needs of talented pupils in their classes.²

In relation to the identification of talented youth, Strang tells us that the testing program makes possible an initial tentative appraisal of pupils' ability. Even a single group intelligence test will identify many of the gifted and talented pupils. A second group intelligence test will identify a few more, who, for some reason, did not demonstrate their ability on the first test. An individual test will uncover additional mental ability that was obscured by poor reading performance or lack of motivation in taking the group test. Although most youth talented in art and music also score high on intelligence tests, some of these will be best identified by the expert appraisal of samples of their art work or by auditions.³

Strang tells us further that guidance helps youth to recognize their talents. In a developmental kind of interview the counselor or

¹Ruth Strang, "Talented Youth in the Comprehensive High School," The Bulletin of the National Association of Secondary School Principals, XXXIX (1955), pp. 288-289.

²Ibid.

³Ibid.

teacher with whom the pupil has established a friendly understanding relation, first encourages him to think about the kind of person he really is or could become and to relate his capacities to educational and vocational opportunities. Then the counselor supplements the pupil's thinking with some facts which he interprets. Finally, the pupil tries to relate more specifically his understanding of himself to the kind of educational experiences he needs to develop his abilities and special talents. Together they do some long-distance planning as well as suggesting enrichment of his present high-school program.¹

In relation to guiding and counseling the talented, Strang also emphasizes the importance of helping parents understand their children. She says that conferences with the parents are necessary to help them understand their talented children and to assure concerted action with respect to their educational plans. Sometimes parents and children do not see eye to eye. One parent may try to force his son into a vocation which is distasteful to him. Another, not recognizing his son's talent, may insist on his leaving school to add to the financial support of the family. The parents of the gifted girl may discount her talent and emphasize only marriage and family life. The skillful guidance worker, by increasing the mutual sympathy and understanding between child and parents, may help them to achieve an integration of parental hopes with pupil potentialities.²

Strang adds that mere identification of talented youth is not enough; identification should be interwoven with counseling and with the improvement of curriculum and instruction. Through counseling, the young person

¹Ibid.

²Ibid.

may gain a realistic concept of himself and of his responsibilities to society. Such self-understanding will lead him to take initiative and request or make changes in his school and home environment that are favorable to his best development.¹

Alphren also tells us that school personnel are continuing to wrestle with means of making provisions for gifted students. He relates two trends in common usage and draws our attention to a third possibility that may offer more promise. The first, across-the-board scheduling, is based on the assumption that most gifted pupils should be provided with enrichment in all their constant areas. The gifted pupils as a block to pursue English, mathematics, science, social studies, and possibly foreign language together. The second, the starred class schedule, is based upon the assumption that the interests and abilities of pupils lend themselves to best school realization where the pupils are identified for certain special classes but not for all. Identification procedures include the use of IQ and general achievement testing factors, but place heavier reliance on individual teacher judgments and standardized achievement testing in each subject area. A third possibility to which Alphren focuses our attention is the paired block plan which would be based on the assumption that most gifted pupils who have strong interests in mathematics or science have interest in both. The same applies to English and social studies. In this plan, gifted pupils are identified and screened for a paired block of special classes in mathematics and science or English and social studies. Where the school seeks to make provisions

¹Ibid.

for other curricula areas, identification and grouping provisions can be made for foreign language, art, etc. on individual bases. Identification procedures should be based on criteria of IQ, standardized achievement tests in specific areas, and teacher judgments that utilize past performance and future potential.¹

The next activity showing predominance with a total mention of 32 in the three years indicated is that of scheduling a program of tests and inventories. Nineteen hundred and sixty and 1964 show a frequency mention of 14 and 11, respectively in comparison with only a frequency mention of 7 in 1955. The writer would like to note here that this activity has been mentioned every year from 1955 to 1964.

Wesman, in 1960, tells us that the potential impact of the National Defense Education Act on the field of evaluation and measurement would be difficult to overestimate. He reminds us that thousands upon thousands of students have been measured, as a result of this program, in abilities in which they would not otherwise have been seen as possible. Statewide testing programs have arisen where they did not previously exist. The time, effort, and money devoted to testing activities have been enormously expanded, and are likely to be even further expanded in the future.²

¹Morton Alphen, "Trends in Special Classes for Gifted Adolescents," The Bulletin of the National Association of Secondary School Principals, XLIV (1960), p. 136.

²Alexander Wesman, "N.D.E.A. Opportunities and Responsibilities in Test Development and Test Use," Personnel and Guidance Journal, XXIX (1960), p. 41.

In support of this trend which has been subject to much debate, Kirk brings to our attention extra-measurement use of tests in counseling. She states that during and following World War I, tests came into extensive service for population description and comparison, in the assessment of a variety of traits. Then, and most importantly, measurement devices were applied to problems of placement and prediction. From their application in mass terms, instruments were developed which had validity and reliability to a degree commensurate with their utilization for selection, placement, and counseling of the individual. Testing became a fundamental technique for processes of educational and vocational guidance based primarily upon occupational information.¹

Kirk contends that in the current status of the field of educational and vocational counseling, testing is an integral and indispensable activity. She emphasizes three contributions in particular: (1) clinical diagnosis, (2) self-assessment, and (3) interactive facilitation. She adds that a vitally important contribution of tests, both measurement-wise and extra-measurement wise, is that of gain in self-knowledge for the purpose of self-evaluation and thus the development of insights.²

An activity which merits comment because of its predominance in one particular year through its total frequency mention is not particularly high is that of the provision of extra-curricular activities with a frequency mention of 2 in 1955, no mention in 1960, but a mention of 10 in 1964.

¹ Barbara A. Kirk, "Extra-Measurement Use of Tests in Counseling," Personnel and Guidance Journal, XXIX (1960), pp. 658-661.

² Ibid.

Graham cites student activities, as we know them, as a twentieth-century invention. They began and flourished for a number of reasons. Probably many of them began as clubs or teams organized by pupils with no help from the school. Then perhaps the school gave the pupils a place to meet or to keep their athletic equipment; finally the school took over the club or team and provided advisors. A source of encouragement for student activities was the philosophy of education, espoused by John Dewey and his followers, which embraced the concept of educating the "whole child" and stressed the importance of organismic psychology and upon the developmental tasks of youth added support. Although these new insights into child development may have planted the seeds, activity programs grew and grew and grew, like Jack's beanstalk, without much philosophical or psychological justification by the principals and teachers who were directly responsible for their growth.¹

The program grew, continues Graham, because parents liked to see their children perform. They grew because teachers often got more enjoyment from working with adolescents in informal activities than in the classroom, and they received more recognition for successes in this field than for academic work. The programs grew because many young people liked the activities. When parents, teachers, and pupils were pleased, the principal was happy, too.²

¹Grace Graham, "Student Activities, An Overview And A Rationale," The Bulletin of the National Association of Secondary School Principals, XLVIII (1964), pp. 2-8

²Ibid.

The programs grew because, as the nation became increasingly urban, families could no longer keep young people busy with the chores. Until recently not many community agencies, except churches on Sundays and movie theatres during the rest of the week, made provisions for using an adolescent's time out of school. The programs grew, too, as more and more pupils were required to attend school. Prevented from quitting school by child labor and compulsory education laws, pupils presumably found school interesting if they were active in the cocurricular program. At any rate, principals and teachers thought pupils would enjoy activities, and they justified activity programs in part because they thought so. When confronted with evidence showing the vast majority of dropouts and would-be dropouts never take part in student affairs, their faith in the holding power of activities seemed confirmed. Most teachers and principals know of at least one potential dropout who was saved by his interest in an activity.¹

As was forestated in another section of this study, in recent decades activity programs have gained in status because of the preference given to applicants who have good records of participation by college directors of admissions and employers.

Because the United States has experienced rapid, continuous, and drastic change, especially since World War II, observes Graham, student activities should be reappraised, that not many changes in student activities have been made in order to keep them in tune with changes in our society.²

¹Ibid.

²Ibid.

Counselors experience frustration when they try to help their clients look at future vocational roles which, because of technological changes, are in a state of rapid flux, states Hart and Lifton. Thus, the concern noted in 1960, with a frequency mention of 9, of the activity of emphasizing automation in counseling, courses and units in occupations and courses in mathematics and science. No mention of the activity is made in either 1955 or 1964. Though the writer infers no decline of the activity, the implications seem to be that more awareness of the need was evidenced in the earlier 1960's.¹

Hart and Lifton take the hypothesis that a great many are going to be radically affected by the fundamental changes of automation and that the results, to be meaningful in counseling, must be brought to the personal, individual level. They point out that work as a disciplining agent, a force to enforce conformity, a virtue presently held to be of inestimable value, will probably be less of a controlling factor. In this there will be two very real psychological results. The compulsion to work, which is for some in America an almost obsessional neurosis, may be very greatly lessened. What neurosis might replace it is a matter most difficult to conjecture. A people who have descended intellectually from John Calvin and the Puritans, those who sang a hymn "Work, Work for the Night Cometh," can very well be expected to substitute another psychologically satisfying mechanism once their compulsion to work has been rendered meaningless by automation. Whether the substitution will improve the adjustment is, again, a matter difficult to conjecture. It

¹Dale J. Hart and Walter M. Lifton, "Of Things to Come - Automation and Counseling," Personnel and Guidance Journal, XXXIX (1960), pp. 282-287.

does raise for the counselor his societal responsibility in helping develop new ways of adjusting which are more in line with good mental health.¹

A second psychological result will be of concern to the moralists. They are now greatly agitated by the prospect of the ethical debauchment of workers who may have too much leisure time on their hands. There will be the very great, the very thorny, problem of making meaningful the increased leisure. Here again, the counselor's role in developing avocational interests becomes increasingly important.²

Another point advanced by the authors is that the schools will be even more closely tied in to the needs of business and industry. Most of the recruits to an automate industrial complex will come from the schools. There will be a decrease in apprenticeship training and in informal on-the-job-training. Thus those persons of non-academic inclinations, indeed those who cannot tolerate formal education, will no longer be able to get training in a manner that they can accept. The school trained technician will be in demand, while the OJT type will help make up the surplus in the labor market.³

For the counselor, all these changes and problems hold specific meaning. If counselors are to play a vital role in our society, the time for them to consider their potential role and contribution is now. In the coming days of mass education, the guidance person really has no choice but to incorporate as many approaches, plus automated techniques, into his repertoire as possible.

¹Ibid.

²Ibid.

³Ibid.

Finally, is the activity stressed in 1960 involving the counselor as public relations agent for the school. There is no mention of such activities in 1955 or 1964.

Concern about public relations grew out of the fact that a school cannot avoid public relations. The community will acquaint itself with and express opinions about its school whether the school attempts to keep the people informed or not. Clearly, public relations is not a matter of choice. On the other hand, the school does have a choice: Between unplanned or planned public relations, between disregarding or developing an organized public relations program designed to promote community understanding and support.¹

In addition to the principal, the teachers, the students and the parents being a part of the school's public relations team, the unique position of the counselor makes him a key public relations person for the school.

Writes Johnson, in 1960, since the school counselor is in a particularly strategic position to promote understanding of the school program as it touches the life of each student, he can and should play a key role in the more informal aspects of the public relations program. For much too long this important professional task has been neglected by practicing counselors and those who are responsible for their training. Up to the present time, only a relatively small number of articles have appeared in the journals devoted to this field, and only recently has it received

¹Doyle M. Bortner, "The High School's Responsibility for Public Relations," The Bulletin of the National Association of Secondary School Principals, XIV (1960), p. 7.

attention in textbooks on guidance and counseling. Nevertheless, there is considerable evidence that school counselors are becoming more consciously aware of the necessity for "telling" the whole school story, as well as "selling" their guidance program.¹

Johnson adds that because of his continuous personal contact with students, parents, school personnel, and the general public, the school counselor finds himself constantly involved in interpreting the total school program or serving as a "sounding board" for detecting strengths and weaknesses of the school program.²

Of the 129 activities listed in Table 5, 47 were not commented on per se in the articles used in the study during the years 1955, 1960, and 1964. The writer inferred from this as well as from those activities bearing low frequency mention that either these activities, which for the most part appear to be routine guidance activities, did not warrant comment in isolation, and/or that some are implicit in the activities that were emphasized. This brings to mind once more of the integrative quality of guidance and that guidance activities are dictated by the needs of the times and the needs and demands of the school setting.

¹Walter F. Johnson, "The Public Relations Role of the School Counselor," The Bulletin of the National Association of Secondary School Principals, XLIV (1960), p. 59.

²Ibid.

TABLE 5

GUIDANCE ACTIVITIES, EDUCATIONAL, VOCATIONAL, PERSONAL AS EVIDENCED IN SELECTED EDUCATIONAL LITERATURE IN 1955, 1960, 1964

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|--|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Scheduling a program of tests and inventories | | 2 | | 2 | 12 | 9 | 1 | | 2 | 32 |
| Maintaining and using cumulative records by counselors and teachers | 1 | | | | | 1 | | 1 | | 3 |
| Interpreting guidance record data to pupils | | | | | | | | 1 | | 1 |
| Employing test profiles, and projective techniques | | | | | | | | 1 | | 1 |
| Emphasizing study habits and attitudes for educa- tional success | | | | | 1 | | | | | 1 |
| Building of cumulative records to help youngsters grow in a positive direction | 1 | | | | | 1 | | 1 | | 3 |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|---|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Keeping records of counseling efforts | | | | | | | | | | |
| Making behavior descriptions | | | | | | | | | | |
| Pursuing periodic follow-up studies of all graduates and drop-outs | 1 | 3 | | 1 | 1 | | | | 1 | 7 |
| Identifying and counseling potential dropouts | 1 | 1 | | 1 | 1 | | | | | 4 |
| Using information of follow-up data to improve educational guidance services | | | | | | | | | | |
| Providing counseling and guidance services for out-of school youth | | | | | | | | | | |
| Multiple period classes for educational development and discussion of educational plans | | | | 1 | | | | | | 1 |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|--|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Emphasis on identifying, making provisions for, guiding and counseling of talented students | 14 | 12 | 1 | | 6 | 2 | | 1 | | 36 |
| Evaluation of curricular offerings in terms of abilities, aspirations and interests | | | | | | | | | | |
| Providing counsel con- cerning the academic load in which a student can enroll | | | | | | | | | | |
| Multiple counseling | | | | | 1 | | | | | 1 |
| Encouraging talented stu- dents who need aid to apply to a wide variety of sources of scholarship assistance | | | | 1 | 1 | 1 | | | | 3 |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|--|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Utilizing out-of-school resources and agencies to support the school's guidance program | 3 | | | 1 | 1 | | 1 | 1 | 1 | 8 |
| A faculty actively co- operating in the school's educational guidance activities | | | | | | | | | | |
| Providing for individual pupil counseling in school | | 1 | | | | | | | | 1 |
| A school administration actively supporting its pupil guidance work | | | | | | | | | | |
| Allowing for differentiation or flexibility of curricula, courses and teaching of pro- cedures to provide for in- dividual differences | 2 | 4 | | | | | | | | 6 |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|--|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Providing opportunity for in-service growth in guid- ance knowledge for the faculty | 1 | 1 | | | | | | | | 2 |
| Use of classroom teachers to conduct: | | | | | | | | | | |
| Homeroom guidance sessions | | | | | | | | 2 | | 2 |
| Individual and group in- terpretation of tests | | | | 1 | | | 1 | 2 | | 4 |
| Course of study planning | | | | | | | | | | |
| Reconstructing discipline through the adoption of counseling methods | 1 | | | | | | | | | 1 |
| Use of student handbooks | | | | | | | | | | |
| Use of reading test results in counseling | | | | | | | | | | |
| Making provisions for extra- curricular activities | 2 | | 10 | | | | | | | 12 |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|--|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Supplementing curricular offerings with summer courses as enrichment for the gifted | | | | | 1 | | | | | 1 |
| Holding group discussions of commonly arising educational guidance problems of pupils | | | | 1 | 1 | | | | | 2 |
| Utilizing the homeroom as an activity unit for educational guidance and information | 1 | | | | | | | 2 | | 3 |
| Individual counseling as to a pupil's program of studies, choice of courses and the like | | | | | | | | | | |
| Gathering and keeping up to date a file of educational information | | | | | | | | | | |
| Having career days and related types of activities | 1 | | | | | 1 | | | | 2 |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|--|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Group counseling as to a program of studies, choice of courses and the like | | | | 1 | | | | | | 1 |
| Organizing an annual "College Day" | | | | | | | | | | |
| Employing audio-visual aids for dissemination of edu- cational information | | 1 | | | | | | | | 1 |
| Group counseling for college- bound students | | | | | 1 | | | | | 1 |
| Channeling of students with high scores on tests of aca- demic aptitudes into path leading to college | | | | | 1 | | | | | 1 |
| Use of tape recorders in interviews | | | | | | | 1 | 1 | | 2 |
| Classroom visitation to deter- mine role of counselor as per- ceived by students | | | | | | | | | | |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|---|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Consultant services in areas such as remedial reading, psy- chology, health, speech and hearing | | | 1 | | | | | | | 1 |
| Counseling students about choice of college or of college curriculum | | | | | 1 | | | | | 1 |
| Emphasis on gifted under- achievers and self-concept | | | 1 | | 1 | 1 | | | | 3 |
| Precounseling orientation | | | | 1 | 1 | | | | | 2 |
| Helping parents in under- standing their children's problems and how they can help in their intellectual and social development | | 1 | | | 1 | | | | | 2 |
| Activities geared toward preven- tion of drop-outs | 1 | | | 1 | | | | 1 | | 3 |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|---|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Making provisions for guiding and counseling students with special needs: the mentally retarded, etc. | 3 | | | 1 | | | 5 | | | 8 |
| Publicizing guidance services through the school and local papers | 1 | 1 | | 1 | | | | | | 3 |
| Use of attractive bulle- tin boards and displays | | | | | | | 4 | | | 4 |
| Summer activities for pupils | | | | | | | | | | |
| Guidance services for high school drop-outs attending evening adult programs | 1 | | | | | | | | | 1 |
| Curriculum improvement through action research | | 6 | 1 | | | | | | | 7 |
| Counselor as public re- lations person for school | | 9 | | | | | | | | 9 |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|---|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Emphasis on educationally disadvantaged and under- achievers | | | | | | 1 | | | | 1 |
| Providing the pupil with fi- nancial counseling as to his future college plans | | | | | | | | | | |
| Parent-pupil-counselor con- ferences | | 1 | | | | | 1 | | | 2 |
| Conducting of informal group activities and discussions | | | | | 1 | | | | | 1 |
| Gathering of together and keeping up-to-date a file of occupational information | | | | 1 | | | 3 | 2 | | 6 |
| Making community surveys | | | | | | | | | | |
| Use of job descriptions and analyses | | | | | | | | | | |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|---|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Informing the pupil of job personality traits, job requirements as to personal and social adjustment | | | | | | | | | | |
| Providing courses in occu- pational and related infor- mation | | | | | 2 | | | | | 2 |
| Organizing a school-work- study program | | | | | | | 1 | | | 1 |
| Talks by people in different occupation | | | | | | | | | | |
| Visits to businesses and industries | | | | | | | | | | |
| Work-experience program under supervision | | | | | 1 | | | 1 | | 2 |
| Guidance group activities | | | | | 1 | | | | | 1 |
| Occupational units | | | | | 1 | | | | | 1 |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|---|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Use of teachers in dissemination of occupational information | | | | | | | | | | |
| Providing for individual pupil counseling | | 1 | | | | | | | | 1 |
| Establishing and maintaining close contact with local and state employment services, community planning groups, employers | | | | | 1 | | | 1 | 1 | 3 |
| Assemblies on occupation | | | | | | | | | | |
| Maintaining comprehensive, up-to-date information on employment opportunities and trends | | | | | | | | | | |
| Use of studies on sociological aspects of specific occupations | | | | 1 | | | | | | 1 |
| Vocational counseling for low ability students | | | | | 2 | | 4 | | | 6 |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|--|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Vocational counseling for the gifted | | | | | | | | | | |
| Promoting pupil self-analysis as to present and potential capacity | | | 1 | | | | | | | 1 |
| Maintaining occupational ma- terials in the library | | | | | | | | | | |
| Use of television and radio programs on occupations | | | | | | | | | | |
| Use of school paper in dis- seminating occupational in- formation | 1 | | | 1 | | | | | | 2 |
| Use of occupational file taught | | | | | | | | | | |
| Bibliography of vocationally oriented books established | | | | | | | | | | |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|---|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Cooperating with community placement services to obtain full-time or part-time jobs for pupils | 4 | | | 2 | 1 | | | | | 7 |
| Use of inventories to mea- sure readiness of vocational planning | | | | | | | | | | |
| Classroom visitation to de- termine role of counselor as perceived by students | | | | | | | | | | |
| Use of tape recorders in interviews | | | | | | | 1 | 1 | | 2 |
| Use of films and filmstrips on occupations | 1 | | | | | | 2 | 1 | | 4 |
| Use of television programs in publicizing guidance ser- vices | | | | 1 | | | 1 | | | 2 |
| Improving orientation of youth for military service | 1 | | | 1 | | | | | | 2 |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|---|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Making referrals in voca- tional counseling | | | | | | | 1 | | | 1 |
| Emphasizing automation in counseling, occupational courses and units, and courses in math and science | | | 9 | | | | | | | 9 |
| Use of library in seeking occu- pational information | | | | | | | | | | |
| Counselor helping pupil to verify and clarify occu- pational information gained in library research | | 1 | | | | | | | | 1 |
| Counselor helping student to evaluate occupational infor- mation in the light of his interest, aptitudes and per- sonality traits | | 1 | | | | | | | | 1 |
| Providing for the mentally retarded | | 2 | | | | | 4 | | | 6 |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|--|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Community groups supporting school in their efforts to adapt their programs to the individual needs of pupils as a means to reduce drop-outs | 1 | | | 1 | | | | | | 2 |
| Vocational counseling as a preventive of drop-out and identification of drop-out | | | | | | | | | | |
| Keeping a record of counseling efforts | | | | | | | | | | |
| Career display: use of pictures, charts, models, films and demonstrations | | | | | | | 2 | | | 2 |
| Vocational guidance activities through homeroom | | | | | | | | 2 | | |
| Use of autobiography in vocational counseling | | | | | | | | | | |
| Identifying pupil characteristics by "flagging" the files as an aid in providing optimum services for pupils, parents, and teachers | | | | | | | | | | |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|--|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Dissemination of information through science fairs | | | | | | | | | | |
| Counselor talks to youth groups outside of school | | | | | | | | | | |
| Summer activities for stu- dents (workshops, etc.) | | | | | | | | | | |
| Guidance services for high school drop-outs attending evening adult programs | | | | 1 | | | | | | 1 |
| Employment of vocational psychology as major source of theory, methods, and tools for vocational guidance | | | | | | | | 2 | | 2 |
| Work activity programs | | | | | | | | 1 | | 1 |
| Group and individual counse- ling in conjunction with war on unemployment and poverty | | | | | | | | 1 | | 1 |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|---|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Using occupational information with the physically handicapped | | | | | | | | 1 | | 1 |
| Using pupil behavior descrip- tions | | | | | | | | | | |
| Making use of check-lists | | | | | | | | | | |
| Utilizing community resources | 4 | | | 1 | | | | | | 5 |
| Use of discipline handbooks and guidance handbooks | | | | | | | | | | |
| Use of teacher-counselors in personal problems | | | | | | | | | | |
| Informal group discussions of personal problems (mul- tiple counseling) | | | | | | | | | | |
| Referrals by teachers of special problems | | | | | | | 1 | | | 1 |
| Group guidance classes | | | | | | | | | | |

TABLE 5--Continued

| Activities | National Assn. of Secondary School Principals Bulletin | | | Personnel and Guidance Journal | | | National Vo- cational Guid- ance Quarterly | | | Total |
|---|---|------|------|-----------------------------------|------|------|--|------|------|-------|
| | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | 1955 | 1960 | 1964 | |
| Use of full-time counselors to coordinate homeroom sessions | | | | | | | | | | |
| Use of audio-visual aids in personal guidance | 1 | | | | | | | | | |
| Helping parents in understand- ing their children's problems and how they can help in their social development | | 1 | 1 | | | 1 | | | | 3 |
| Social placement for mentally retarded | | | 1 | | | | | | | 1 |
| Social adjustment classes | | | 1 | | | | | | | 1 |
| Use of the homeroom in dis- cussing personal problems | | | | | | | | | | |
| Providing parents and students with opportunity to discuss personal problems which may affect their progress | | 1 | | | | 1 | | | | 2 |

CHAPTER III

SUMMARY AND CONCLUSIONS

Introduction.--One of the most significant developments in education during the past quarter century is the guidance movement which has stemmed from several divergent and dissimilar sources. Among these have been the influences of philanthropy, religion, mental hygiene, social, technological and industrial changes, and educational measurement.

The launching of such guidance services rendered by the Vocational Bureau of Boston, the High School Teachers Association, the Consumers League of Philadelphia, the Schmidlapp Fund in Cincinnati, the Civic Club of Chicago and many others grew out of philanthropic or humanitarian interests in youth and the welfare of mankind.

The religious' concern with the building of the character of youth; the mental hygienists' advocacy that youth get a correct perspective on their abilities in relation to life's goals and assume qualities of a healthy, adult mental and emotional state; social change; advancements in technology and industry; and finally, the recognition of the dignity and worth of the individual and the willingness to study him by every means which the resources of the school can command have been the impelling forces responsible for the growth and development of guidance.

Although guidance has made great strides since its beginning, due to the persistent and inevitable changes in technology, industry, society, international relations, and educational methods and organization, there is still room for improvement.

Our major concern here is whether we, as administrators, teachers, counselors, and parents are assuming our responsibilities in preparing our youth today to meet the problems of tomorrow in our ever-changing society.

Problem, purposes, and methodology.--The problem involved in this study was an investigation of the trends in guidance activities in secondary schools during the past decade as revealed in selected educational periodicals.

In terms of purposes, the study was designed to determine the following:

1. What guidance activities are recommended as most useful in our secondary schools.
2. How guidance activities differ from those of ten years ago.
3. If any activities have become obsolete over the past ten years.
4. If any novel guidance activities have made their appearance in recent years.
5. If guidance activities have kept abreast of the times oriented to our social and economical and industrial changes.
6. If there has been a growth in consciousness of the need of guidance activities for our secondary schools on the part of those responsible.
7. If emphasis is on personal, educational, or vocational guidance.
8. What the future promises in guidance activities.

This was a research of the descriptive type or more specifically, library research.

The related literature pertinent to the study was first reviewed and trends of the ten year period prior to the current one under investigation cited.

A list of leading guidance and secondary school publications enumerated

in the Education Index from January, 1955 to December, 1964, found chiefly under the sectional headings: (1) Educational Guidance, (2) Vocational Guidance, (3) Personnel Services was made. From this list three periodicals were selected on the basis of the greater frequency of articles on guidance activities appearing in them than in others and content most pertinent to the aims of the study. The three periodicals employed were two journals published by the American Personnel and Guidance Association, The Personnel and Guidance Journal and The Vocational Guidance Quarterly, and the Bulletin of the National Association of Secondary School Principals.

The articles and the source from which the activities were extracted were put down in tabular form showing the titles, their authors, the volumes in which they appeared, the dates of publication, and inclusive pages of the articles. The various activities of guidance mentioned in these articles were then set down in tables, one table for each of the three guidance areas, educational, vocational, and personal. The frequencies of mention were tallied and totaled for each of the activities.

The same activities of all three fields were then set down into a table of comparison of activities mentioned in 1955, 1960, and 1964, again with their frequency of mention for those years for the sake of bringing out, by means of comparison, predominant activities of each year, variations over the course of years, and the rise and disappearance of an activity.

After each of the four tables on guidance activities (Tables 2, 3, 4, and 5) which the study comprises, there followed interpretations of various activities to which the tables gave special significance.

The findings, conclusions, implications, and recommendations stemming

from the analysis and interpretation of the data followed.

Summary of related literature.---The literature reviewed in connection with this study revealed the following:

1. During the decade prior to the current one under study, guidance for every aspect of living replaced guidance for vocational purposes alone.
2. Guidance programs, heretofore more quantitative in nature, became more emphatic about the quality of effort, attention centering upon effectiveness of activities and their service to the individual as such.
3. Guidance came to be considered a vital part of all aspects of the school program, rather than a specialized service detachable from the educational program. The guidance point-of-view entered the general philosophy of the high school.
4. An all-faculty participation in guidance activities evolved from deeper knowledge of pupil development, as well as from enlarged pupil enrollments.
5. There was recognition of the superiority of an indigenous growth of guidance in schools over a superimposed one, evidenced in the distribution of guidance functions, and in the emphasis placed on teacher in-service programs for growth in guidance knowledge.
6. Guidance was fast developing as a profession. Many guidance functions were becoming highly specialized, and insistence was greater than ever on the adequate training and certification of guidance personnel.
7. The scientific approach to student personnel work was steadily accelerated, especially in the development and use of extensive testing programs, diagnostic as well as precision.
8. Opinion favored the integrated approach to the segmented one in individual pupil analysis.
9. There was a consciousness of the need of supplementing the school guidance activities with the services of out-of-school agencies and specialists.
10. Schools were experiencing the value of an orderly accumulation and recording of a variety of information concerning the individual, and were giving increased space to personal qualities.

11. In vocational guidance, there appeared to be a marked increase in concern for psychological factors, evidencing a move toward merging traditional vocational guidance, or the individualistic approach, with the social aspects of vocational guidance.
12. Group therapy gave every sign of being definitely on the way in, not merely as the answer to the need existing in our secondary schools for multiple counseling, but for the professional contribution to guidance it had given proof of being able to make.
13. Technological advances of research, rapid evolution in business and industry during this period was met by guidance workers with the effort to maintain in the schools up-to-date files of occupational and educational information.
14. In the course of the years, there was a shift of emphasis from counselor to counselee. The tendency was to assume a middle position between directive and non-directive guidance.
15. The field of personality appraisal, especially in the use of projective techniques and personality inventories was still much the object of research and experimentation before a wider and more realistic use of it could be made in the schools.

Findings.--The findings revealed by this study are as follows:

1. The guidance activities which appear to be recommended as most useful in our secondary schools are:
 - a. Identifying, guiding and counseling, and making provisions for talented students
 - b. Scheduling a program of tests and inventories
 - c. Making provisions for and guiding and counseling students with special needs
 - d. Utilizing out of school resources and agencies to support the guidance program
 - e. The faculty actively cooperating in the school's guidance activities
 - f. Allowing for differentiation or flexibility of curricular, courses, and teaching procedures to provide for individual differences
 - g. Providing opportunity for in-service growth in guidance knowledge for faculty
 - h. Identifying and preventing dropouts

- i. Gathering together and keeping up to date a file of occupational information
 - j. Informing pupils of job personality traits, job requirements as to personal and social adjustments
 - k. Employing vocational psychology as a major source of theory, methods and tools for vocational guidance
 - l. Emphasizing automation in counseling, occupational courses and units, and courses in math and science
 - m. Multiple counseling
 - n. Use of the homeroom for guidance activities
 - o. Providing for extra-curricular activities
 - p. Helping parents in understanding their children's problems and how they can help in their social development
2. As far as the writer can determine from the literature guidance activities differ from activities of ten years ago only in emphasis being placed on certain activities at a particular time, probably as a result of the needs of the time. For example, ten years ago administrators, teachers, and counselors expressed concern about identifying, providing for, guiding and counseling talented youth. Since the passage of the National Defense Education Act and in the face of technological and industrial advancements the emphasis has been increasingly great.
 3. The writer could not determine whether or not any activity has become obsolete or not over the past ten years. However, it was observed again, that at certain periods of time greater emphasis is given to one or more activities than to others. Many of the activities of low frequency mention are routine guidance activities which did not merit comment in isolation or were perhaps implicit in those emphasized.
 4. The only activity perceived by the writer as being novel in the period under investigation is that of multiple counseling which differs from the broader concept of "group guidance".
 5. In view of the recognition of the increasing complexities of modern life and the inability of the home and other institutions to provide all the guidance needed by youth, there is evidence that guidance activities show an attempt to keep abreast of the times oriented to our social and economical and industrial changes.

6. There is evidence that administrators are becoming increasingly cognizant of the need for more effective guidance and are attempting to build better programs to provide for greater services.
7. Guidance appears to be continually emphasizing the "whole child" in its consideration of the fullest development of the individual in his educational progress, career development, and personality fulfillment.
8. In guidance activities, the writer sees future promise in the following:
 - a. Continuing analysis of student body and community
 - b. Greater utilization of community resources and agencies
 - c. More provisions for in-service growth in guidance knowledge of faculties
 - d. Use of group procedures in counseling dictated by increasing enrollments
 - e. Provision of more released time for counseling
 - f. Provisions for better coordination of services

Conclusions.--The analysis and interpretation of the data pertinent to the study of trends in guidance activities from January to December 1964 seems to warrant the following conclusions:

1. Guidance activities indicate an increasing emphasis on the preventive or adjustive, and the developmental or facilitating phases of guidance. That is to say that the counselor not only is spending a considerable amount of time identifying situations that will provide opportunity to achieve goals and help students to become active, contributing members of society but is assuming the responsibility of working with individuals continually to facilitate their development.
2. Guidance activities are emphasizing the adjustment of the individual to a rapidly changing technology and world order. Stress is on the utilization of every available talent and the alleviation of the waste of human resources.
3. Since currently increasing enrollments at most educational institutions are already placing considerable stress on counselors' time, and since predicted expansions see the situation as becoming even more critical, we can look ahead to the ultimate

value of group procedures in counseling.

4. Administrators are becoming more "guidance minded" and are actively supporting and making provisions for guidance programs.
5. In emphasizing the "whole child," activities show evidence of stressing realistic self-appraisal, rational planning, preparation for alternatives, problem solving of self concerns, and analysis of one's social and interactive processes.
6. Guidance is being asked to furnish an ever-increasing role in our attempts at solution of the pressing educational, economic, political, and social problems today.

Implications.--After careful examination of the amount of emphasis placed on the activities during the period under investigation the following implications were derived:

1. The counselor needs to continue to make every youngster aware of the resources available in the community and in himself.
2. There is a continuing need to develop adequate methods of identifying the best abilities of every individual to the end that his further education may result in his optimum development.
3. There is a need to continue helping teacher colleagues to increase skill and understanding of guidance.
4. There is a continuing need to maintain liaison with community resources and agencies including other guidance services, labor unions and prospective employers, and with alumni and other former students.
5. There is a need for the provision of more time for counseling service as distinct from guidance services.
6. Though there should be no decrease in concern for the talented and students with special needs, more provisions need to be made for the average student whose full development is impeded by some personal or psychological factor.
7. There is a continuing need to keep open the lines of communication between the school and the community.
8. There is certainly a need for the counselor to keep abreast of the occupational structure in his own community and its ever-changing labor market trends.
9. There is a need for the elimination of purely recreational

activities in the schools and the re-evaluation of the remaining ones in terms of educational objectives which should embrace social changes and the needs of contemporary society as well as individual needs.

10. There still exists the need for more effective use of the home-room for guidance activities.
11. There is a continuing need to help parents understand their children.

Recommendations.--Careful analysis and interpretation of the basic findings, conclusions and implications from this research would appear to warrant the following recommendations:

1. That counselors continue:
 - a. To help teachers develop appropriate curricular offerings and instructional methods to meet the unique learning styles of different pupils
 - b. To help appraise the potential abilities, talents, and other attributes of students
 - c. To encourage parental support and understanding of their children's intellectual and social development
 - d. To help students find ways to strengthen and develop their attributes through further training, education or work opportunities
 - e. To be aware of the social and economic conditions that are influencing our world of study and work
 - f. To help youth relate effectively to others
 - g. To maintain liaison with community resources and agencies
 - h. To help teachers increase skill and understanding of guidance
 - i. To be the key public relations agent for the school
 - j. To study the changing facts about the student population and interpret what is found to administrators and teachers
2. That there be greater coordination of services

3. That the counselor be responsible for coordinating home-room guidance activities
4. That administrators continue to support the guidance program by:
 - a. Providing the counselor with more released time for counseling
 - b. Relieving counselors of administrative and clerical duties
 - c. Devoting some professional meeting for in-service training
5. That teachers continue to:
 - a. Actively cooperate in and give support to the school's guidance program
 - b. Allow for differentiation or flexibility in teaching procedures to provide for individual differences
 - c. To utilize occupational units related to their subject areas

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